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ABSTRACT

The packet includes a manual describing the Michigan Life Role Competencies (MLRC), a set of appropriate expectations for high school graduates, and an adapted version of those competencies for special education students. MLRC addresses four major areas in functional adult living: (1) employability and occupational skills; (2) personal and family management; (3) civic and social responsibilities; and (4) aesthetic and humanistic appreciations. Component statements within each life role are further broken down into performance objectives. Each performance objective is accompanied by a sample test item. Student assessment booklets and sample answer sheets are also included. (CL)

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MICHIGAN LIFE ROLE COMPETENCIES

Special Education Assessment Package

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MICHIGAN STATE BOARD OF EDUCATION

MICHIGAN LIFE ROLE COMPETENCIES

Special Education Edition

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INTRODUCTION

I. Background

A common goal of Michigan education is the preparation of students for adult living. The Michigan Life Role Competencies Project (MLRC) is a developmental effort to affirm our commitment to this goal and to help educators examine the relevance and adequacy of public secondary education.

The MLRC Project was designed to provide a framework for studying the secondary school curriculum, for verifying student attainment of life role skills, and for exploring ways to improve all Michigan secondary schools. MLRC project activities were conducted to refine the framework and to provide ideas and materials useful for life role education.

In 1975, after the development and the State Board of Education approval of the minimum performance objectives in various subject areas for the elementary and middle school levels, the question was posed by the State Board of Education, "What should be considered reasonable student expectations for the high school level?" In addition, the Board members asked what competencies should students be expected to demonstrate as a result of graduation from high school.

In response to these questions, the State Board of Education appointed a referent group of about fifty persons representing various sectors of Michigan society. The group was asked to identify appropriate secondary school expectations.

The work of the referent group was based on four premises:

1. Students should have attained competency in the basic skills by the end of grade nine.

2. There exist competencies of a higher order than basic skills proficiency which are necessary to effective adult living.

3. Competencies essential to effective adult living transcend traditional curriculum boundaries.

4. Competencies essential to adult living can be identified.

To facilitate the task of delineating the competencies needed to function well in life, the referent group decided to focus on four areas of life roles:

1. Employability and Occupational Skills

2. Personal and Family Management

3. Civic and Social Responsibilities

4. Aesthetic and Humanistic Appreciations

Within each of the four life role areas, the group identified a set of "Life Role Competencies" which they judged as being both appropriate expectations for high school graduates and necessary to effective functioning within the identified life role area.

2. Developing the MLRC Materials

During the 1977-78 school year, the MLRC project moved from the state of study and discussion to development. Fourteen Michigan school districts representing various geographical areas and community types were involved in this phase. The activities were based on a set of forty-four competencies approved by the State Board of Education. These competencies were refined through the development of component statements and performance objectives. These objectives added clarity and specificity to the competency statements. Other activities included constructing sample test items for each objective, developing test booklets for each life role area, and field testing items and content materials. Each district reviewed the products being developed, and their representatives contributed constructive ideas for material revision and improvement.

3. Defining Life Role Competencies

Within each area of the MLRC framework, specific life role competencies were identified. A life role is a pattern of thought and action typifying functional adult living. A competency is an indicator of successful performance. A life role competency refers to a range of knowledge and skill interactions believed essential to adult living. The focus, and hence, the emphasis goes beyond "minimal" functional skills to include skills that will help students lead effective and successful adult lives.

The competency statements describe the domain of skills and understandings contained within adult life role areas. These role descriptions are further delineated and elaborated by a series of component statements which clarify various aspects of each life role. Then, each component is reduced to a series of specific knowledge-skill combinations called performance objectives. The competencies, components, and performance objectives together portray the scope, depth, and complexity of the adult experience within the four life role areas. In this sense, the MLRC model is more realistically related to adult life role preparation than models restricted to basic skills or minimal skills or even survival skills. The model is also appropriate for guiding the education of students enrolled in grade 10, 11, or 12 as well as for the older students found in programs such as Adult Basic Education and neighborhood education groups.

The competencies, components, and performance objectives are further refined through test items and content materials. Each performance objective is accompanied by a sample test item. The item illustrates one approach to testing the objective and also demonstrates the measurability of the objective. The performance objectives are also the basis

for the collection, construction, and organization of a range of curriculum content materials. Published under a separate cover, these content materials offer suggestions which may be useful to the classroom teacher working with the MLRC.

4. Summary Description of the MLRC Areas.

a. Employability and Occupational Skills:

It is generally agreed that schools can and should prepare students for economic independence. As the diversity of students increases and the nature of work possibilities expand, the schools have broadened their responsibility from preparing students only for advanced learning to include providing specific vocational and technical programs. This life role area is intended to help students explore, select, prepare for, and gain needed skills and understandings to begin successfully for the occupational experiences of their adult lives.

b. Personal and Family Management:

This area covers skills necessary for achieving a rational and satisfying personal and family life. It includes skills and understandings needed for personal satisfaction and successful family living and recognizes a growing awareness and understanding of the ways individuals experience their lives personally and as family members. A satisfying personal and family life is considered important to the personal pursuit of happiness.

c. Civic and Social Responsibilities:

The relationship between democratic rule and public education demands that the school be a primary means of achieving an enlightened populace. This is a necessary condition for the continuation of democracy, for the preservation of individual freedom and independence, and for the achievement of improved social conditions. The specific competencies for this area are designed to help prepare students for responsible entry into the adult world of civic and social activity.

d. Aesthetic and Humanistic Appreciations:

Aesthetic experiences and humanistic concerns, familiar aspects of American life and public education, enrich our lives and give expression to our search for meaning. This area encompasses the creative dimensions of life and includes a variety of leisure activities. The competencies are designed to help students develop their capacities for the exploration of their world, to sharpen and expand their perceptions, and to understand with greater clarity the significance of their lives. The inclusion of this area represents a commitment to affective and leisure-time concerns as a necessary part of a balanced public school curriculum.

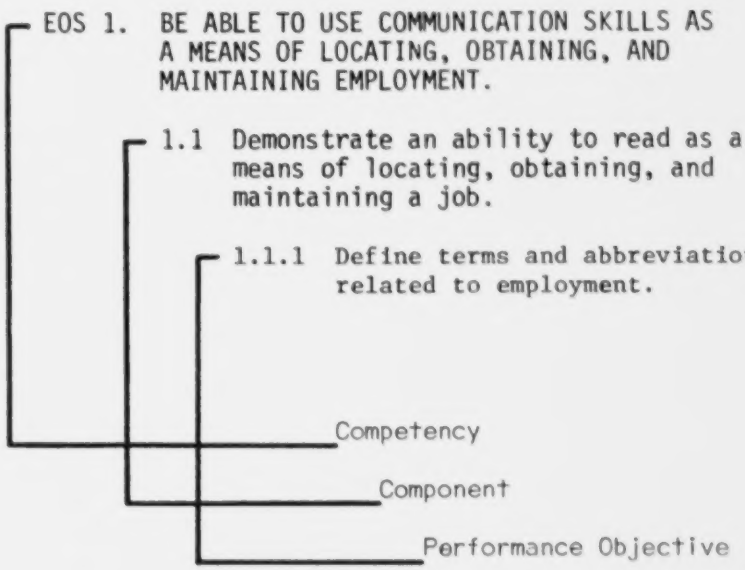
5. Developing the Special Education Edition

During the 1981-82 school year, a committee of Special Education specialists, representing intermediate school districts, local school districts and universities, reviewed the entire set of performance objectives, components, and competencies that had been developed earlier for statewide use with general education students at the high school level. The Special Education committee was asked to identify those objectives that are considered essential for special education students to achieve in order to lead an effective and successful life in today's multi-faceted society.

To focus their task, the committee decided to identify essential life skills for students in the following special education categories:

Visually Impaired
Hearing Impaired
Learning Disabled
Emotionally Impaired
Physically or Otherwise Health Impaired
Educable Mentally Impaired

Within this document, a complete list of the competencies, components, and objectives selected by this committee is given. For each life role area, the competency statment is listed first, then the component statements under which are listed the more specific objectives. For example:


EOS 1. BE ABLE TO USE COMMUNICATION SKILLS AS A MEANS OF LOCATING, OBTAINING, AND MAINTAINING EMPLOYMENT.
1.1 Demonstrate an ability to read as a means of locating, obtaining, and maintaining a job.
1.1.1 Define terms and abbreviations related to employment.
Competency
Component
Performance Objective

EMPLOYABILITY AND OCCUPATIONAL SKILLS

In life role education, a distinction exists between employment and occupation. The major focus of this area is on productive work, which may or may not be remunerative. Within the domain of work, employment refers generally to regularly performed activities for which the individual is financially compensated by wages or salary. Occupation, however, refers more generally to the productive work activities which comprise the principal business of an individual's life. For example, though not employed, a mother staying home might accurately state that homemaker is her occupation.

The content of this life role area addresses various facets and stages of the work experience. One major focus of this area is on preliminary exploration of individual work preferences. Students are encouraged to explore personal skills, aptitudes, and values for a range of occupations. Students should examine their own individual talents, potential for growth, and desire for satisfaction and relate these to various occupations. Students are also given the opportunity to begin their search for specific jobs and occupations and to begin planning for acquiring specific training and education consistent with work goals.

A second aspect of employment and occupational education involves the knowledge and skills related to finding work. Students learn how to construct letters of inquiry, letters of application, and resumes. They learn to read employment listings, to use public and private employment services, to initiate telephone inquiries, and to fill out applications. They are also given instruction useful to the personal interview.

Another important focus is on skills involved in maintaining a position or advancing in a chosen work area. Educational attention here is directed toward ways of handling stress, developing successful work relationships, communicating effectively, accepting praise and criticism, and assessing personal satisfaction.

Students are also encouraged to examine work experiences from varying perspectives. For example, students consider income in relationship to the time and expense involved in special training, preferences in life style, personal and family needs, and income tax procedures. Students gain knowledge of the legal aspects of the working world. They learn how to discover or anticipate advantages and limitations associated with various work activities.

That most people work and that most people desire personally satisfying work are two basic assumptions underlying this life role area. Implicit here are the beliefs that (1) the school can and should help students acquire the skills and understandings essential to effective entry into the world of work; and (2) the school can help students integrate personal wants and needs with chosen work activity.

EOS 1. BE ABLE TO USE COMMUNICATION SKILLS AS A MEANS OF LOCATING, OBTAINING, AND MAINTAINING EMPLOYMENT.

1.1 Demonstrate an ability to read as a means of locating, obtaining, and maintaining a job.

1.1.1 Define terms and abbreviations related to employment.

1.1.3 Define abbreviations used in the help-wanted ads of a newspaper.

1.1.4 Interpret job advertisements from a trade journal.

1.1.5 Identify special job qualifications implicitly required in a job description.

1.1.6 Interpret job listings from a placement bulletin.

1.1.8 Identify the job requirements in a help-wanted ad.

1.2 Demonstrate an ability to write as a means of locating, obtaining, and maintaining a job.

1.2.1 Demonstrate the ability to use job-related terms.

1.2.2 Demonstrate the ability to fill in the information required on a job application form.

1.2.4 Demonstrate the ability to write a situation-wanted ad for the classified section of a local newspaper.

1.2.5 Demonstrate the ability to fill out a Social Security application form.

1.2.6 Demonstrate the ability to prepare a personal data sheet.

1.2.7 Demonstrate the ability to write a letter of application for a job.

1.3 Demonstrate an ability to listen as a means of locating, obtaining, and maintaining a job.

1.3.2 Demonstrate the ability to follow directions given orally in a job situation.

1.3.3 Identify the main idea of an oral presentation.

1.3.4 Analyze the relationship between listening skills and successful employment.

1.4 Demonstrate an ability to speak as a means of locating, obtaining, and maintaining a job.

1.4.1 Enact the procedure of telephoning an employer to request an interview.

1.5 Demonstrate an ability to utilize various media as a means of locating, obtaining, and maintaining a job.

1.5.1 Identify the places where information on jobs can be found by using various media.

1.5.3 Identify possible places to seek a particular job.

EOS 2. BE ABLE TO USE MATHEMATICAL SKILLS AS A MEANS OF LOCATING, OBTAINING, AND MAINTAINING EMPLOYMENT.

2.1 Demonstrate an ability to use computational skills as a means of obtaining and maintaining a job.

2.1.1 Determine the amount of time worked according to a given time card.

2.1.2 Compare the costs and benefits associated with different jobs.

2.2 Demonstrate an ability to use mathematical problem solving skills as a means of obtaining and maintaining a job.

2.2.1 Demonstrate the ability to use mathematical skills required by various occupations.

2.3 Demonstrate an ability to use measurement skills as a means of obtaining and maintaining a job.

2.3.1 Demonstrate the ability to use the measurement tools of a specific trade.

2.4 Demonstrate an ability to estimate financial needs.

2.4.1 Identify the major expenses for which a worker's income should provide (e.g., food, clothing, health care, transportation).

2.5 Demonstrate an ability to compute earnings.

2.5.1 Determine the amount of overtime pay on a given paycheck.

2.5.2 Determine the amount of gross pay on a given time card at a given pay rate.

2.5.3 Determine the amount of net pay on a given paycheck.

2.5.4 Compute the difference in pay resulting from a wage increase.

2.6 Demonstrate an ability to estimate deductions.

2.6.1 Identify the deductions listed on a payroll stub (e.g., federal withholding, FICA, state income tax, health insurance, retirement, union dues, miscellaneous contributions).

2.7 Demonstrate an ability to compute income tax.

2.7.2 Identify the documents needed to complete an income tax form (e.g., contribution receipts, paycheck stubs, W-2 forms, gas receipts, medical receipts, interest forms).

2.8 Demonstrate an ability to compute bills.

2.8.1 Demonstrate an ability to purchase goods and compute the total in a given situation.

2.8.2 Compute the interest rate charged in a given situation.

2.8.3 Demonstrate an ability to compute the amount of change due in a given situation.

2.9 Demonstrate an ability to interpret mathematical data related to employment opportunities.

2.9.1 Compare the salaries of jobs of different educational and/or training requirements.

2.9.2 Select the best of two jobs with regard to financial benefits.

EOS 3. BE ABLE TO USE CRITICAL THINKING SKILLS AS A MEANS OF LOCATING, OBTAINING, AND MAINTAINING A JOB.

3.1 Demonstrate organizational skills needed to locate, obtain, and maintain employment.

3.1.1 Identify the jobs that are available in the community by using the help-wanted ads in a local newspaper.

3.1.2 Develop a personal time schedule to travel to and from work in a specific location.

3.1.3 Select the most appropriate means of transportation to a given job location.

3.1.4 Identify several ways to arrange for a job interview from the information given in a help-wanted ad.

3.1.5 Determine the costs involved in obtaining a job.

3.1.6 Determine the cost of necessities related to a particular job.

3.1.7 Extract the essential information from an inter-office memo or a job manual as it relates to maintaining a particular job.

3.1.8 Identify the steps in the usual course of advancement in a particular career.

3.2 Demonstrate an ability to analyze, interpret, and synthesize data in work-related situations.

3.2.1 Select the most appropriate solution to a job-related problem.

3.2.2 Formulate a possible solution to a job-related problem.

3.2.3 Analyze the positive and negative aspects of a given job.

3.4 Demonstrate an ability to apply decision-making models to work-related problem situations.

3.4.1 Demonstrate the ability to make a decision about a job-related problem.

EOS 4. HAVE A KNOWLEDGE OF EMPLOYER-EMPLOYEE RIGHTS AND RESPONSIBILITIES.

4.1 Demonstrate an understanding of how contracts affect employer-employee rights and responsibilities.

4.1.1 Analyze the responsibilities of the employee in a contractual agreement.

4.1.2 Identify the rights and benefits of the employee in a contractual agreement.

4.1.3 Identify the procedures for recourse which are available to an employee whose employer has violated a contract.

4.1.4 Analyze the rights and responsibilities of an employer in a contractual agreement.

4.1.5 Identify the procedures for recourse which are available to an employer whose employee has violated a contract.

4.1.6 Identify the principal parts of a legal contract.

4.2 Demonstrate a knowledge of laws related to employer-employee rights and responsibilities.

4.2.2 Identify the services and benefits provided by laws related to Social Security.

4.2.4 Identify employment-related incidents that constitute violations of an individual's civil rights.

4.2.5 Specify the conditions under which an individual would be eligible for worker's compensation.

4.3 Demonstrate a knowledge of agencies dealing with employer-employee relationships.

4.3.2 Demonstrate the ability to communicate with an agency that deals with employer-employee problems.

4.3.3 Identify the services available to handicapped persons from specific social and labor agencies which deal with employer-employee problems.

4.4 Demonstrate an ability to use channels of communication in employer-employee relationships.

4.4.2 Identify the proper channel of communication to use in solving an employer-employee problem.

4.4.3 Identify the ways in which an employee can request a pay increase in an employer-employee conference.

4.4.4 Identify ways in which an employee can communicate a personal desire for advancement in an employer-employee situation.

4.4.5 Identify the ways in which an employee can request an evaluation in an employer-employee situation.

4.5 Demonstrate an understanding of employer-employee rights and responsibilities related to safety.

4.5.2 Identify the rights and responsibilities of the employer and the employee regarding safety.

4.5.3 Specify the health and sanitation procedures necessary for good working conditions.

4.5.4 Identify the rights and responsibilities of the employer and employee regarding health and sanitation.

4.6 Demonstrate an understanding of how unions affect employer-employee rights and responsibilities.

4.6.1 Identify the rights, responsibilities, and benefits of the employer and the employee in a union contract.

4.6.2 Identify the role and the functions of labor unions.

4.6.4 Identify the trade and technical association(s) related to a specific job.

EOS 5. UNDERSTAND THE ROLES THAT VALUES AND ATTITUDES PLAY IN EMPLOYMENT.

5.1 Demonstrate a knowledge of the skills and aptitudes needed to obtain and maintain different types of employment.

5.1.1 Identify the skills needed to obtain and maintain a particular job.

5.1.2 Identify the factors that affect the outcome of seeking a job.

5.1.3 Select the jobs which correspond to specific interests, skills, and abilities from the help-wanted section of a local newspaper.

5.1.4 Analyze the relationship between personal traits and job performance.

5.2 Demonstrate the behaviors necessary for a successful job interview.

5.2.1 Identify behaviors appropriate to a job interview situation.

5.2.2 Demonstrate the appropriate behaviors in a simulated job interview.

5.2.3 Identify activities that lead to a job interview.

5.2.4 Identify the ways in which an individual can prepare for a job interview.

5.2.5 Identify the personal qualities necessary for a successful job interview.

5.3 Demonstrate an understanding of appropriate attitudes and behaviors needed to obtain and maintain employment.

5.3.1 Demonstrate a knowledge of techniques for resolving job conflicts.

5.3.2 Analyze the relationship between personal attitudes and job performance.

5.3.3 Demonstrate an understanding of the importance of behaviors which an employer expects of an employee.

5.4 Demonstrate an understanding of the relationship between occupation and life style.

5.4.1 Identify vocational interests which are compatible with particular life styles.

5.4.2 Identify occupations which are compatible with personal needs and values.

5.5 Demonstrate an understanding of factors which relate to job success, advancement, and mobility.

5.5.1 Demonstrate an understanding of the importance of good health and appearance in maintaining a job.

5.5.3 Identify the positive and negative aspects of one's personal job competencies.

5.5.4 Analyze the relationship between time and attendance records and job advancement.

5.6 Demonstrate an ability to evaluate alternative actions for each person involved in job-related conflicts.

5.6.1 Recognize the alternative actions available to persons involved in a job-related conflict.

5.6.2 Identify the reasons for job dissatisfaction in specific situations.

5.6.3 Identify possible solutions for job-related conflicts.

5.6.4 Identify behavior that could have averted a job-related conflict.

EOS 6. HAVE A KNOWLEDGE OF CAREER REQUIREMENTS FOR AREA(S) OF PERSONAL CHOICE.

6.1 Demonstrate a knowledge of the education and training needed for entry into different types of occupations.

6.1.2 Identify places to obtain the education and/or training required for a particular job.

6.1.3 Identify vocational, technical, and apprentice programs available in a given community.

6.1.4 Identify the steps to take while in school to prepare for a long-range career goal.

6.2 Demonstrate a knowledge of the experience needed for entry into various occupations.

6.2.1 Identify the entry level of experience required for a particular job.

6.2.2 Identify places where an individual can obtain the experience necessary for a particular job.

6.3 Demonstrate a knowledge of the financial aspects of various occupations.

6.3.1 Identify the wage range and fringe benefits of a particular occupation.

6.3.2 Compare the wage ranges and fringe benefits of various occupations.

6.3.3 Determine the annual expenses (e.g., for licensing, bonding, union dues, uniforms, tools and equipment) of a specific occupation.

6.3.4 Compare the advantages and disadvantages of alternative forms of renumeration (e.g., salary, hourly, piecework, commission) in a particular occupation.

6.4 Demonstrate a knowledge of the physical requirements of various occupations.

6.4.1 Identify the physical requirements of a particular job.

6.4.2 Identify physical characteristics which can be factors in gaining employment (e.g., size, age, strength, dexterity).

6.5 Demonstrate a knowledge of the working conditions involved in various occupations.

6.5.1 Demonstrate a knowledge of the physical aspects of working conditions in a given occupation (e.g., inside/outside work, noise, hazards, extreme heat or cold, exposure to chemicals, cleanliness).

6.5.2 Identify the safety measures and devices related to a particular occupation.

6.5.3 Identify the typical hours and days of employment in a particular occupation.

6.5.4 Evaluate the non-physical aspects of a particular occupation which influence working conditions (e.g, stress, boredom).

6.6 Demonstrate a knowledge of locations of various occupations.

6.6.1 Identify the types of jobs available within a particular geographical location.

6.6.3 Compare the costs of living in different localities.

6.6.4 Evaluate various job locations in terms of personal, cultural, and life style preferences.

6.7 Demonstrate a knowledge of age and legal restrictions on various occupations.

6.7.1 Demonstrate a knowledge of age restrictions that would affect employment in a particular occupation (e.g., minimum job expectancy, retirement).

6.7.3 Identify the characteristics which could disqualify an applicant for a particular job.

EOS 7. BE ABLE TO DETERMINE PERSONAL CAREER OPPORTUNITY(S) CONSISTENT WITH ABILITIES AND VALUES.

7.1 Demonstrate an ability to assess personal occupational and career goals in terms of abilities, interests, values, education, and work experience required for various types of employment.

7.1.2 Relate personal leisure time activities to possible occupations.

7.1.3 Prioritize personal interests in relation to career goals.

7.1.4 Select the type of job that is suited to personal attitudes and skills.

7.1.5 Select jobs from help-wanted ads that meet individual interests and abilities.

7.2 Demonstrate an ability to acquire information about different types of occupations.

7.2.1 Identify methods of obtaining job information.

7.2.4 Demonstrate the ability to contact career information services concerning a personal career selection.

7.2.6 Identify the services offered by public and private employment agencies.

7.2.7 Compare the advantages and disadvantages of getting a job through public or private employment agencies.

7.3 Demonstrate a commitment to long-term career planning along with plans for periodic assessment.

7.3.1 Evaluate career plans by discussing personal career choices with a school counselor.

7.4 Demonstrate an understanding of the effect of retraining, or lack of it, on employment potential.

7.4.1 Identify available services related to training programs and jobs.

7.4.2 Demonstrate an understanding of the need for retraining in occupations which are undergoing technical change.

7.4.3 Identify the steps involved in acquiring retraining for a specific job.

7.6 Demonstrate a knowledge of vocational testing and counseling units in terms of the services they provide.

7.6.3 Identify the testing and counseling services offered by agencies serving various special groups.

7.7 Demonstrate an understanding of the benefits, other than monetary, of various occupational roles and settings.

7.7.1 Identify the benefits, other than financial, of a particular occupational area.

7.8 Demonstrate an ability to evaluate one's own job performance.

7.8.1 Conduct a self-evaluation based on the criteria on employee evaluation forms.

EOS 8. BE ABLE TO PROJECT THE PROBABILITY OF OBTAINING A JOB FROM AMONG CAREER OPPORTUNITIES.

8.1 Demonstrate a knowledge of the major types of employment available in the community.

8.1.1 Identify the major types of employment available in the community.

8.3 Demonstrate an ability to estimate the probability of one's attaining educational and career goals in today's job market.

8.3.1 Predict the probability of attaining an occupation of personal choice.

8.4 Demonstrate a knowledge of the resources necessary in implementing one's career plans.

8.4.1 Identify the resources which are useful in developing a career plan.

8.4.2 Outline a tentative plan to achieve personal career goals.

8.4.3 Identify the methods for evaluating an individual's career plan.

8.4.4 Compare the advantages and disadvantages of alternative career plans.

8.5 Demonstrate an ability to change or redesign career plans if appropriate.

8.5.1 Identify the personal factors that would lead an adult jobholder to change career plans.

8.5.2 Demonstrate a knowledge of opportunities for retraining that would enable an individual to change occupations in order to maximize existing skills.

CIVIC AND SOCIAL RESPONSIBILITIES

Students legally acquire adult status and recognition within a few years after leaving high school. This status involves a trust that the individual will actively, lawfully, and responsibly participate in the civic and social life of the community, state, and nation. This life role area is concerned with that trust and with the preparation that enables students to assume civic and social responsibilities.

Civic responsibilities refer to legal and political thought and action. Attention here is directed to the rights and responsibilities of individuals, the concepts associated with governance by law, and the skills and knowledge essential to the exercise of rights and the assumption of civic responsibility. For example, the concept of governance by law includes an understanding of the election process. One aspect of this competency concerns the United States Constitution and its amendments: its relationship to life, liberty, and the pursuit of happiness; the rights explicit and implied in the Constitution; and lawful ways to exercise and protect one's legal rights. Another aspect of governance by law involves the election process. Here the students learn about the procedures involved in voting and in being elected to office, how to read and understand various ballots, how to use voting machines, and how to register to vote.

Social responsibilities concern the constructive interaction between individuals and groups. Competencies for this area are designed to help the student perceive cultural diversity, become aware of processes of social change, and to understand various modes for constructive interaction with others. Competencies in this area help the student understand the values that give rise to the creation and perception of many social agencies, and they explore a variety of civic and social organizations designed to improve and enrich the lives of individuals.

Education for civic and social responsibilities also helps students understand the range of personal choice available in matters of a civic or social nature. Students learn to consider options in their decision making and problem solving activities, and to consider the role personal values play in their civic and social activities. They also have the opportunity to explore preferences in the larger context of community, state, and national public affairs.

The competencies included in this life role area are believed essential for effective functioning in adult civic and societal life. Moreover, because many students will move at least once and perhaps many times during adulthood, these competencies are believed readily applicable to civic life in all parts of the country and to social living in general.

CSR 1. HAVE A KNOWLEDGE OF SOCIAL AGENCIES AND THEIR ROLES IN PROVIDING PROGRAMS.

1.1 Demonstrate a spoken and written vocabulary related to community services and resources.

1.1.2 Define or use the terms and phrases related to community services and resources.

1.2 Demonstrate an understanding of how the activities performed by local, state, and federal agencies affect individuals.

1.2.1 Demonstrate an understanding of how local government agencies affect individuals.

1.2.2 Demonstrate an understanding of how state government agencies affect individuals.

1.2.5 Identify the appropriate programs at the local, state, and/or federal level available in the community which can provide specific services that are needed.

1.2.6 Analyze the relationship between governmental services and taxes.

1.3 Demonstrate a knowledge of the types of services provided by social agencies in the community.

1.3.1 Identify the agencies within the community which provide public safety services.

1.3.2 Identify the agencies within the community which provide public employment services.

1.3.4 Identify the services offered by privately funded and/or volunteer agencies.

1.4 Demonstrate an awareness of opportunities for individuals to participate in agency activities in non-recipient roles.

1.4.2 Identify the individual's role in public decision-making.

CSR 2. RECOGNIZE AND APPRECIATE CULTURAL DIVERSITY.

2.1 Demonstrate an understanding of one's own cultural heritage.

2.1.1 Identify one's own ethnic/cultural background.

2.2 Demonstrate a knowledge of other cultures and their contributions.

2.2.1 Identify contributions to society made by various religious groups.

2.2.2 Identify contributions to society made by various ethnic groups.

2.2.3 Identify contributions to society made by various special interest groups.

2.2.4 Identify contributions to society made by various political groups.

2.3 Demonstrate an understanding of the cultural factors that influence a citizen's role, life style, occupation, and housing opportunities.

2.3.1 Discuss the personal influence of an identifiable sub-culture (e.g., ethnic, age) on the individual's role as a citizen.

2.3.2 Discuss the personal influence of an identifiable sub-culture (e.g., ethnic, age) on the individual's choice of life style.

2.3.3 Discuss the personal influence of an identifiable sub-culture (e.g., ethnic, age) on the individual's choice of occupations.

2.3.4 Discuss the personal influence of an identifiable sub-culture (e.g., ethnic, age) on the individual's choice of housing.

2.3.5 Discuss the advantages and disadvantages of being bilingual/bi-cultural.

2.3.6 Relate the influence of cultural background to socio-economic status.

2.4 Demonstrate a knowledge of the types of cultural community facilities and activities available in the community.

2.4.2 Identify local library facilities and organizations.

2.5 Demonstrate an awareness of behavior appropriate in different cultural settings.

2.5.3 Identify examples of appropriate and inappropriate behavior in given cultural institutions and social settings.

2.5.4 Identify cultural differences which may cause conflicts.

CSR 3. BE AWARE OF PROCESSES OF SOCIAL CHANGE.

3.1 Demonstrate an understanding of the relationships between social or technological changes and social problems and issues.

3.1.1 Identify examples of social change.

3.1.2 Identify examples of technological change.

3.1.3 Analyze the effects of technological change on different facets of society.

3.1.5 Recognize social changes effected by government actions.

3.2 Demonstrate an understanding of the effects of environmental, political, social, and technological change upon the individual.

3.2.1 Analyze the effects of a given change in the environment upon the individual.

3.2.2 Analyze the effects of a given change in the political system upon the individual.

3.2.3 Analyze the effects of a special technological change upon the individual.

3.2.4 Analyze the effects of a specific social change upon the individual.

3.3 Demonstrate an ability to cope with change by choosing among possible alternatives.

3.3.1 Determine methods of coping with a given social change.

3.3.2 Determine a course of action for dealing with a given problem related to social change.

3.3.3 Predict the consequences of a course of action taken to deal with a problem related to social change.

3.4 Demonstrate an understanding of the ways in which the individual can influence political, social, and technological change.

3.4.3 Analyze the ways in which an individual's work can influence political, social, and technological changes in society.

3.5 Demonstrate an understanding of the advantages and disadvantages of change and status quo.

3.5.1 Demonstrate an understanding of how social expectations differ from one generation to another.

CSR 4. BE AWARE OF BIAS AND PREJUDICE.

4.1 Demonstrate an awareness of the existence of bias and prejudice.

4.1.1 Identify specific biases and prejudices (e.g., those based on physical characteristics, sexual preferences, age, religion, and culture).

4.1.2 Identify the consequences of bias and prejudice in hiring practices.

4.1.3 Identify the consequences of bias and prejudice in regard to housing.

4.1.4 Identify the consequences of bias and prejudice in regard to job mobility.

4.1.5 Identify the consequences of bias and prejudice in regard to economic mobility.

4.1.6 Identify the consequences of bias and prejudice in regard to social mobility.

4.1.7 Identify the consequences of bias and prejudice in marriage.

4.1.8 Identify the consequences of bias and prejudice in religion.

4.1.9 Identify the consequences of bias and prejudice in politics.

4.1.10 Demonstrate an understanding of how bias and prejudice affect people of various age groups.

4.1.11 Identify ways in which bias and prejudice affect handicapped individuals.

4.3 Demonstrate an understanding of the cultural factors that influence a citizen's role, life style, occupation, and housing opportunities.

4.3.1 Identify personal cultural factors that will influence the individual's life in the future (e.g., life style, occupation, housing opportunities).

4.4 Demonstrate an awareness of the absence or presence of bias or prejudice as presented through various communication modes.

4.4.3 Identify bias and prejudice that exist in various modes of communication (e.g., employment advertisements, fiction, cartoons, television programs, news reports, magazines, and textbooks).

4.5 Demonstrate an understanding of the influence of peer group behaviors on individual behavior related to bias and prejudice.

4.5.1 Demonstrate an understanding of the term peer group.

4.5.2 Identify an example of peer group influence.

4.5.4 Identify behaviors of one's own peer group which may reflect bias and/or prejudice.

4.5.5 Identify methods by which individuals and peer groups may avoid acting in a biased or prejudiced manner.

4.6 Demonstrate an awareness of verbal and non-verbal indicators of bias and prejudice.

4.6.1 Identify words or non-verbal expressions which may be offensive to the members of various ethnic or cultural groups.

4.6.2 Identify examples of changes in verbal and non-verbal communication which would reduce or eliminate bias and prejudice in a given situation.

CSR 5. RECOGNIZE AND SEEK TO ELIMINATE BIAS, PREJUDICE, AND UNJUST DISCRIMINATORY PRACTICES.

5.1 Demonstrate an awareness of existing unjust discriminatory practices, at the federal, state, community, and individual level.

5.1.1 Demonstrate an understanding of the function of a given federal, state, or local agency in curbing discriminatory practices.

5.1.2 Identify those social practices on an individual level which are discriminatory, from a list of examples.

5.1.3 Identify discriminatory housing practices.

5.1.4 Identify discriminatory practices in education.

5.1.5 Identify discriminatory business practices.

5.1.6 Specify ways to reduce or eliminate bias or prejudice in a given example of a mode of communication.

5.2 Demonstrate an understanding of the legal processes for arbitrating the rights and responsibilities of minority groups.

5.2.1 Demonstrate an understanding of how a given law relates to particular minorities (e.g., handicapped persons, minors).

5.2.2 Identify legal processes for eliminating discrimination in specific situations related to employment.

CSR 6. BE AWARE OF COMMUNITY RESOURCES AND THEIR FUNCTIONS.

6.1 Demonstrate a knowledge of the services which public utilities provide for the community.

6.1.1 Identify services provided for the community by specific public utilities.

6.1.2 Demonstrate a knowledge of how to obtain and maintain services provided by public utilities.

6.2 Demonstrate a knowledge of sources of legal aid in the community for individual citizens.

6.2.1 Identify legal assistance available in the local community.

6.2.2 Identify proper sources of legal assistance to aid in solving a particular problem.

6.3 Demonstrate a knowledge of the major types of transportation available to the community.

6.3.1 Identify local forms of transportation.

6.3.2 Identify the best type of transportation available in a given situation.

6.3.3 Compare the advantages and disadvantages of given forms of available transportation.

6.4 Demonstrate a knowledge of the types of recreational facilities and activities available in the community.

6.4.2 Identify recreational activities and facilities in a given community.

6.5 Demonstrate a knowledge of the available types of cultural facilities and activities in the community.

6.5.1 Identify factors affecting accessibility of various cultural facilities and activities in the community.

6.6 Demonstrate a knowledge of the types of health services available in the community.

6.6.1 Identify public health services in the local community.

6.7 Demonstrate a knowledge of the kinds of educational resources available in the community.

6.7.1 Identify educational resources in the local community.

6.8 Demonstrate an understanding of the functions and services of various agencies providing assistance to consumers.

6.8.1 Demonstrate an understanding of services provided by a particular consumer agency, given materials that describe the agency.

6.8.2 Identify appropriate ways of contacting agencies for assistance with a consumer problem.

6.8.3 Identify the appropriate agency to contact for assistance with a consumer problem.

6.9 Demonstrate a knowledge of agencies providing assistance for substance abuse.

6.9.1 Demonstrate a knowledge of the services provided by various substance abuse agencies.

6.9.2 Identify the appropriate agency to contact for assistance with a specific substance abuse problem.

6.10 Demonstrate an understanding of the role of the federal, state, and local governments in providing community resources.

6.10.1 Identify how the government at a federal, state, and/or local level provides community resources.

6.10.2 Identify the types of services and community resources provided by a particular government agency.

CSR 7. BE AWARE OF THE VARIOUS ROLES EACH INDIVIDUAL PLAYS WITHIN SOCIETY.

7.1 Demonstrate an understanding of how individual citizens can participate in local, state, and national political processes.

7.1.1 Demonstrate an understanding of how an individual citizen can participate in various political processes (e.g., registering to vote, voting, circulating petitions, demonstrating, lobbying, running for office, information-gathering for political campaigns, joining a pressure group).

7.2 Demonstrate an awareness of the cultural factors that influence an individual's role in society.

7.2.1 Demonstrate an understanding of how tradition influences the individual's role in society.

7.2.2 Demonstrate an understanding of how religion influences the individual's role in society.

7.2.3 Demonstrate an understanding of how sexual identities are influenced by cultural patterns.

7.2.4 Demonstrate an understanding of how ethnic heritage influences the individual's role in society.

7.3 Demonstrate an understanding of socio-economic factors that influence an individual's role in society.

7.3.2 Demonstrate an understanding of how social factors influence individual life styles (e.g., social acceptance, tradition, social status, etc.).

7.3.3 Analyze the ways in which economic factors influence individual life styles.

7.4 Demonstrate an understanding of the roles and responsibilities of membership in group activities.

7.4.1 Identify personal traits which influence relationships among members of a group.

7.4.2 Identify roles that exist within the membership of a group.

7.4.3 Identify responsibilities of group members in a group situation.

7.4.4 Identify ways in which participation in various groups influences life styles.

7.5 Demonstrate an understanding of the roles and responsibilities of membership in a family unit.

7.5.1 Identify the responsibilities of each member in a family unit.

7.6 Demonstrate an understanding of methods for resolving role conflicts.

7.6.1 Identify ways to resolve a given problem which involves role conflicts.

CSR 8. BE AWARE OF THE EFFECT OF INDIVIDUAL AND GROUP VALUES ON INDIVIDUALS AND SOCIETY.

8.1 Demonstrate an awareness of the cultural values which influence a citizen's role, life style, occupation, and housing opportunities.

8.1.1 Identify cultural factors which influence an individual's life style.

8.1.2 Identify cultural factors which influence housing.

8.1.3 Identify cultural factors which influence an individual's occupation.

8.2 Demonstrate an awareness of the different values which underlie common laws, rules, and regulations.

8.2.1 Identify the values underlying common laws.

8.3 Demonstrate an understanding of how special interest group values affect government and law.

8.3.1 Identify ways in which special interest groups can affect governmental operations.

8.3.2 Identify ways in which special interest groups can affect laws.

CSR 9. UNDERSTAND AND SUPPORT THE CONCEPT OF GOVERNANCE BY LAW.

9.1 Demonstrate an understanding of the origin, process, and purpose of laws and government by law.

9.1.1 Identify reasons why laws/rules were developed.

9.1.3 Recognize "unwritten laws" (mores) and/or written laws used throughout society.

9.2 Demonstrate an understanding of the fundamental structure and functions of federal, state and local government and its effect upon individuals.

9.2.4 Identify the basic functions of the federal government.

9.2.5 Identify the basic functions of state government.

9.2.6 Identify the basic functions of local government.

9.3 Demonstrate an understanding of how the U.S. Constitution, including the amendments, protect the rights of individual citizens.

9.3.2 Demonstrate an understanding of how the amendments to the U.S. Constitution protect the rights of individual citizens.

9.3.3 Identify the appropriate channels to go through to protect the legal rights of the individual.

9.4 Demonstrate an understanding of the election process in the United States.

9.4.1 Identify the procedures involved in voting.

9.4.3 Identify different kinds of election processes in the United States.

9.4.4 Demonstrate an understanding of the contents of a sample ballot (including referendum proposals).

9.4.5 Demonstrate an understanding of the process of voting on a hand machine ballot.

9.4.6 Demonstrate the ability to locate the place where one should vote.

9.5 Demonstrate an awareness of the different values which underlie common laws, rules, and regulations.

9.5.1 Identify the underlying values of various specific laws.

CSR 10. UNDERSTAND HOW TO EXERCISE LEGAL RIGHTS AND RESPONSIBILITIES.

10.1 Demonstrate a knowledge of vocabulary related to government and law.

10.1.1 Demonstrate an ability to define and use common legal terms.

10.2 Demonstrate an understanding of the ways individual citizens can participate in local, state and national political processes.

10.2.1 Demonstrate the ability to complete a voter registration form.

10.2.2 Identify the ways in which a citizen can become a member of a political party.

10.2.3 Identify the ways in which a citizen can become a member of a special interest group.

10.3 Demonstrate an understanding of the rights and responsibilities of buyer and seller in the marketplace.

10.3.1 Identify consumer practices which protect the buyer from fraudulent and deceptive practices perpetrated by the seller.

10.3.2 Identify fraudulent and deceptive practices in the selling of goods and services.

10.3.3 Define examples of terminology related to sales transactions.

10.3.4 Identify the legal rights of the seller in the marketplace, given information on collection, garnisheeing, repossessing, and financing.

10.3.5 Identify the responsibilities of the seller in the marketplace in relation to merchandising, packaging, storage, and quality.

10.3.6 Identify the legal rights and responsibilities of the buyer in the marketplace.

10.4 Demonstrate an understanding of consumer laws and regulations which protect individual citizens.

10.4.1 Identify laws designed to protect the rights of the consumer.

10.5 Demonstrate an understanding of the basic rights and responsibilities of citizens within our government and laws which affect these rights and responsibilities.

10.5.1 Identify laws that regulate a given recreational activity.

10.6 Demonstrate an understanding of the effects of organized political decision-making.

10.6.1 Demonstrate an understanding of the social and economic effects of a particular political decision.

10.7 Demonstrate an understanding of legal rights and responsibilities within the family unit environment.

10.7.1 Demonstrate an awareness of laws that protect minors from neglect and abuse.

10.7.2 Demonstrate an understanding of the legal rights of parents within the home.

10.7.3 Demonstrate an understanding of the legal rights of minors within the home.

10.8 Demonstrate an understanding of legal rights and responsibilities within the school environment.

10.8.1 Demonstrate an understanding of how the laws concerning privacy of student records apply to an individual's rights.

10.8.2 Identify the rights of handicapped students in public schools.

10.8.3 Recognize the rights of students to attend school.

10.8.4 Recognize the rights of students to participate in school activities.

10.8.5 Demonstrate an understanding of student grievance procedures.

10.8.6 Discuss school policies concerning student behavior and codes.

10.9 Demonstrate an understanding of health laws, rules, and regulations protecting individuals.

10.9.1 Identify communicable diseases against which students must be inoculated before attending school.

10.9.2 Identify instances in which health tests are required.

10.9.3 Identify the health reasons for health codes in school and on the job.

10.9.4 Demonstrate an understanding of the ways in which individuals are protected by health laws concerning occupations.

10.10 Demonstrate a knowledge of sources of legal aid in the community.

10.10.1 Demonstrate a knowledge of how to solicit assistance for one's legal rights.

10.10.2 Identify agencies which provide legal aid in the community.

10.11 Demonstrate an ability to insure consideration of one's legal rights in given situations.

10.11.1 List sources of legal aid available in the community.

CSR 11. BE ABLE TO USE PROBLEM-SOLVING AND DECISION-MAKING SKILLS IN CIVIC AND SOCIAL SITUATIONS.

11.1 Demonstrate an awareness of factors that may influence the decision-making process.

11.1.1 Analyze the ways in which emotions affect an individual's ability to make decisions.

11.1.2 Analyze the ways in which personal health affects an individual's ability to make decisions.

11.1.3 Analyze the ways in which socio-economic pressures affect an individual's ability to make decisions.

11.1.5 Analyze the ways in which personal experience affects an individual's ability to make decisions.

11.1.9 Demonstrate an understanding of the role of special interest groups in the American political system.

11.1.10 Demonstrate an understanding of the relationship between the media and the decision-making process.

11.2 Demonstrate an ability to find alternate solutions.

11.2.1 Identify the possible effects of alternative decisions in a specific situation.

11.2.2 Identify alternative causes of action in a situation involving conflict.

11.3 Demonstrate an awareness of emotions and logic as factors in problem-solving.

11.3.2 Identify conflicts between reason and emotion in a given situation.

CSR 12. UNDERSTAND THE INTERDEPENDENCE AND INTERRELATEDNESS OF INDIVIDUALS, GROUPS, AND NATIONS.

12.1 Demonstrate an understanding of the ways in which the U.S. government is involved in the affairs of foreign governments.

12.1.3 Demonstrate an understanding of the role of the United States in the United Nations.

12.1.6 Identify ways in which opposing ideologies may prevent global peace.

12.2 Demonstrate the skills necessary for participation in group decision-making.

12.2.1 Identify ways in which group pressure affects group decision-making.

12.2.2 Identify skills which facilitate group decision-making.

12.3 Demonstrate an understanding of the effects of social and technological change upon the individual, groups, and nations.

12.3.1 Identify the effects of social change upon individuals, groups, or nations.

12.3.2 Identify the effects of technological change upon individuals, groups, or nations.

12.5 Demonstrate an understanding of the legal process of establishing the rights and responsibilities of minority people.

12.5.1 Discuss affirmative action programs.

12.5.2 Discuss the rights of the handicapped.

12.5.3 Identify the specific constitutional safeguards that protect individuals in given situations.

12.5.4 Identify the rights guaranteed to the individual in the first ten amendments of the U.S. Constitution.

12.6 Demonstrate an understanding of the effects of human use of natural resources on the balance of nature.

12.6.1 Analyze the effects of the use of energy on the balance of nature.

12.6.3 Analyze the causes and/or effects of water and/or air pollution.

12.6.4 Differentiate between renewable and non-renewable resources.

AESTHETIC AND HUMANISTIC APPRECIATIONS

This life role area concerns that dimension of experience called appreciation. Being both cognitive and affective in nature, appreciation includes awareness, sensitivity, understanding, and the generation of values. The aesthetic domain encompasses the experiences that feed the imagination, expand perceptual capabilities, and stimulate the emergence of latent talents, increase understanding, and enrich one's emotional existence. The humanistic domain prompts an exploration of one's inner self, of one's relationship with others, of the meaning of one's existence, and of commonly shared aspects of the human condition.

Admittedly a broad and sometimes an elusive subject, appreciations of an aesthetic and humanistic nature are approached variously in life role education. The aesthetic competencies are designed to stimulate primary experiences of personal expression through the use of a range of materials and modes. The aesthetic competencies also expose the students to understand one's emotional reactions, and they challenge or reaffirm personal values through the representations created by someone else. For example, one facet of aesthetic education is sensory perception. Here attention is directed to the modes of sensory perception, environmental stimulation of senses, and the relationship between sensory perception and appreciation. A second focus concerns the physical properties and aesthetic qualities of art elements such as sound and motion. Aesthetic education helps students discover the relationship between specific elements of an artistic work and the work considered as a whole--for example, the relationship of sound to music or light to architecture or texture to weaving. Through aesthetic education students are given the opportunity to explore various artistic modes, to work with an array of materials, and to acquire experiences with creative expression.

The humanistically-oriented competencies concern ways of acquiring information about oneself and others and ways of guiding and encouraging oneself and others toward free and healthy development of individual potentials. For example, humanistic education encompasses an awareness of personal values and the ways in which people identify and strive to attain and/or keep that which they value. Humanistic education explores the idea of self-concept and the ways that individuals can enhance positive and realistic self-perceptions. Another aspect of humanistic appreciation helps students explore the nature and function of roles, factors affecting role changes over time, and factors influencing one's personal choice or roles in varying situations.

One of the salient characteristics of this life role area is that aesthetic and humanistic appreciations do not emerge in identical form or evolve in identical ways for all students. The recognition of individual diversity is explicit in this area. Within the context of diversity, however, the school can provide individualized instructional experiences to enrich each student's life. These experiences will aid students by increasing their capacity to use senses in experiencing their world, to sharpen their perception of the significance of those experiences, to explore humanistic concerns, and always to engage in the quest for self-realization.

AHA 1. UNDERSTAND HIS/HER OWN VALUE SYSTEM.

1.2 Demonstrate an understanding of the effect of values, beliefs, and attitudes upon an individual's behavior and behavior changes.

1.2.3 Demonstrate an understanding of the consequences of holding certain personal values.

AHA 2. UNDERSTAND THE VALUE SYSTEM OF OTHERS.

2.2 Demonstrate an understanding of the effect of values, beliefs, and attitudes upon individual and group behavior.

2.2.1 Identify the ways in which personal values, attitudes, and behavior have an impact on the behavior of another.

AHA 3. UNDERSTAND HIS/HER SELF-CONCEPT AND ITS INFLUENCE ON PERSONAL BEHAVIOR.

3.1 Demonstrate an understanding of how an individual's self-concept is developed.

3.1.1 Define self-concept in personal terms.

3.1.2 Analyze the relationship between self-concept and personal values and/or the values of others.

3.2 Demonstrate an understanding of how an individual's self-concept affects personal behavior and goals.

3.2.1 Demonstrate an understanding of how self-concept influences the setting and attainment of personal goals.

3.2.2 Associate personal behavior with attitudes towards self.

3.3 Demonstrate an ability to obtain and assess feedback on personal behavior.

3.3.1 Identify sources and methods for obtaining feedback on personal behavior.

3.3.3 Assess feedback on personal behavior.

3.5 Demonstrate an understanding of the types of experiences that might alter an individual's self-concept.

3.5.1 Identify experiences that could influence one's self-concept.

3.5.2 Identify ways of enhancing one's self-concept.

AHA 4. UNDERSTAND HOW PERCEPTION OF OTHERS AFFECTS PERSONAL BEHAVIOR.

4.1 Demonstrate an understanding of how personal attitudes, feelings, and behavior affect behavior toward other people.

4.1.1 Analyze the ways in which an individual's personal attitudes, behavior, and feelings affect behavior toward other people.

4.1.4 Determine the sources of personal attitudes and feelings toward others.

AHA 5. BE AWARE OF THE PERSONAL IMPLICATIONS OF VARIOUS LIFE ROLES.

5.1 Demonstrate an awareness of factors that affect roles in society.

5.1.1 Define the concept of role in society.

5.1.2 Identify potential roles in society.

5.1.3 Identify factors which influence roles in society.

5.1.4 Identify personal roles which the individual can assume.

5.1.5 Identify factors that influence an individual's choice of roles in different situations.

AHA 9. BE AWARE OF ALTERNATIVE USES OF LEISURE TIME.

9.1 Demonstrate an awareness of leisure-time activities which meet emotional, intellectual, physical, social, and aesthetic needs.

9.1.1 Identify leisure activities which may satisfy certain personal needs.

9.4 Demonstrate an understanding of one's own leisure-time options in terms of personal needs, resources, and skills.

9.4.1 Compare leisure-time activities on the basis of cost, availability, necessary skills or training, required equipment, and personal considerations.

9.4.2 Identify leisure-time activities that can take place in the home.

9.5 Demonstrate an awareness of opportunities for lifelong personal growth and development.

9.5.3 Identify community resources that can assist an individual in lifelong growth and development (e.g., foster grandparents, working with preschool or learning disabled children).

9.7 Demonstrate a balance in the use of one's time.

9.7.1 Demonstrate an understanding of how personal time is balanced according to personal obligations, needs, goals, leisure, and priorities.

AHA 10. PROCESS INTERPERSONAL SKILLS NEEDED IN INTERACTING WITH OTHERS.

10.1 Demonstrate an ability to listen and to seek clarification of the communications of others.

10.1.3 Demonstrate an ability to follow oral directions.

10.2 Demonstrate an ability to treat others with patience, tolerance, and understanding.

10.2.2 Identify instances when being more patient, tolerant, or understanding would have improved a situation.

10.2.3 Identify how behavior in a given situation can evoke responses in others.

10.4 Demonstrate an ability to verbalize feelings and to communicate them when appropriate.

10.4.1 Identify words (such as angry, fearful, happy, excited, etc.) which describe feelings and emotions.

10.4.2 Distinguish among various degrees of emotions and feelings.

10.4.3 Identify situations that could produce specific feelings and emotions.

10.4.5 Identify effective and ineffective ways to communicate feelings verbally in individual and group situations.

10.4.6 Predict the consequences of expressing certain emotions in personal or social circumstances.

10.6 Demonstrate an understanding of the value of reliability, honesty, and flexibility in dealing with others.

10.6.3 Predict the short- and long-term consequences of reliability, honesty, and flexibility.

10.7 Demonstrate concern for the welfare of others.

10.7.1 Identify basic human needs.

10.7.2 Demonstrate an understanding of the human needs manifest in a given situation.

AHA 12. APPRECIATE, CREATE, AND EVALUATE NON-VERBAL COMMUNICATIONS.

12.1 Demonstrate an understanding of the influence of non-verbal communications and the arts upon individual and group behavior.

12.1.1 Identify various forms of non-verbal communication.

12.1.2 Identify possible behavioral outcomes resulting from various forms of non-verbal communication and art.

12.1.3 Demonstrate an understanding of how non-verbal communication may be open to a variety of interpretations.

12.2 Demonstrate an ability to use non-verbal communication skills to express ideas, information, and feelings.

12.2.1 Identify the various ways in which non-verbal communication can be used to express ideas, information, and feelings.

12.2.2 Demonstrate an ability to use non-verbal communication skills.

AHA 14. APPRECIATE THE RELATIONSHIPS BETWEEN INDIVIDUAL FREEDOM AND RESPONSIBILITY.

14.1 Demonstrate personal responsibility for one's own decisions.

14.1.1 Demonstrate an understanding of personal responsibility concerning the consequences of personal decisions.

PERSONAL AND FAMILY MANAGEMENT

Under whatever conditions children grow, they learn to cope with others in one way or another. To varying degrees, they acquire skills and develop their abilities. This development and the attitudes that emerge are important to the expression of personal needs and to the achievement of personal satisfaction. The management of physical and emotional growth and the achievement of satisfaction both alone and in a family, are the focus of Personal and Family Management.

The competencies for physical health concern such subjects as the basic systems of the body and their function, principles of nutrition, dietary planning, preventive care of physical health, first aid and emergency treatment, and accident prevention. For example, one facet of Personal and Family Management education is the recognition of and response to physical needs. Specific skills include a working vocabulary related to various aspects of physical health, recognition of symptoms of illness, the ability to obtain appropriate professional assistance when needed, and the ability to follow directions in applying prescribed treatments.

The emotional health competencies help students approach their lives constructively and creatively. For example, one set of objectives relates to the concept of choice and personal decision making. This area covers decision making processes, factors that may influence personal choice, and stylistic issues arising as one changes and matures.

Family management competencies concern family structure and function, economic considerations, and supportive community services. For example, economic considerations involve managing personal income, careful shopping and buying, using consumer guides and catalogues, caring for and maintaining consumer goods, and determining and meeting individual and family housing needs.

The life role area of Personal and Family Management is complex. It is beyond the responsibility of the school to prescribe the content of thought or the pattern of behavior relevant to the way individuals choose to organize and experience their lives. It is within the scope of educational programming, however, to recognize the importance of this aspect of adult living, to encourage individual awareness of alternatives and consequences, and to share with other institutions the effort to encourage and nurture skills and abilities believed fundamental to the individual pursuit of personal happinesss.

PFM 1. RECOGNIZE AND RESPOND TO PERSONAL PHYSICAL, SOCIAL, MENTAL AND EMOTIONAL NEEDS AND TO THOSE OF FAMILY MEMBERS.

1.2 Demonstrate a knowledge of common health terms, medical terms and abbreviations.

1.2.1 Define common terms related to first aid (e.g., trauma, smelling salts, abrasion).

1.2.3 Interpret the instructions on labels of both prescription and nonprescription medicines.

1.2.6 Identify diseases for which immunization is currently available.

1.2.10 Define the medical words and symbols related to danger and/or warning signs.

1.3 Demonstrate a knowledge of appropriate sources of assistance for physical, social, mental and emotional health needs.

1.3.1 Identify the appropriate sources of assistance within the community for a given physical health need.

1.3.3 Identify the appropriate sources of assistance within the community for a given mental or emotional health need.

1.4 Demonstrate the ability to notify and obtain the assistance of appropriate professional help in emergency situations.

1.4.1 Identify agencies which offer assistance in emergency situations.

1.4.2 Identify persons and agencies to whom emergencies should be reported.

1.5 Demonstrate the ability to report the symptoms of illness to health care officials.

1.5.2 Demonstrate the ability to assess the status of vital signs (e.g., respiration, temperature, pulse).

1.5.3 Demonstrate an ability to recognize changes in the skin, eyes, digestive system, and behavior that are signs of illness.

1.5.4 Demonstrate an ability to report the location, intensity, duration, and constancy of symptoms of pain.

1.6 Demonstrate the ability to follow a doctor's directions in applying treatments.

1.6.1 Demonstrate the ability to carry out a home treatment as directly orally by a health care official.

1.6.2 Demonstrate the ability to carry out a home treatment according to written directions from a health care official.

1.8 Demonstrate a knowledge of basic safety measures which can prevent accidents and injuries.

1.8.1 Identify ways to prevent hazardous situations from occurring.

1.8.3 Identify possible sources of accidents within the home.

1.8.5 Identify first aid measures that should be taken in particular hazardous situations.

1.9 Demonstrate an understanding of the physical and emotional processes of reproduction, pregnancy, and the importance of pre-natal and post-natal care for the mother and the newborn.

1.9.2 Identify the parts of the male and female reproductive systems using illustrations or charts.

1.9.3 Demonstrate an understanding of the process of conception.

1.9.4 Recognize the signs and symptoms of pregnancy.

1.9.5 Identify the procedures involved in pre-natal care.

1.9.7 Demonstrate a knowledge of the physical changes in the mother which occur during the different stages of pregnancy.

1.9.8 Recognize the problems of pregnancy that require medical attention.

1.9.11 Demonstrate an understanding of how to meet the emotional needs of the newborn.

1.9.12 Identify the means for meeting the physical needs of a newborn infant.

1.9.13 Analyze the emotional effects of pregnancy on the family unit and its individual members during the pre- and post-natal period.

1.9.14 Identify the physical needs of the mother for post-natal care.

1.9.15 Identify the emotional needs of the mother for post-natal care.

1.10 Demonstrate an understanding of desirable emotional and physical health practices conducive to preventive care and health maintenance.

1.10.1 Identify the practices required to prevent the spread of communicable diseases.

1.10.3 Identify the needs for physical exercise and rest in maintaining good health.

1.10.4 Demonstrate a knowledge of the recommended daily and periodic dental care procedures.

1.10.5 Demonstrate an understanding of the importance of periodic medical checkups.

1.10.6 Distinguish between sanitary and unsanitary practices and conditions.

1.10.7 Identify behavioral skills necessary for maintaining good mental health.

1.11 Demonstrate the ability to apply first aid techniques and administer treatment in emergency situations.

1.11.1 Identify situations which require emergency first aid.

1.11.3 Demonstrate a knowledge of the techniques recommended by the Red Cross for responding to emergency situations.

1.12 Demonstrate a knowledge of basic nutritional needs and proper dietary planning.

1.12.2 Demonstrate the ability to plan weekly menus that satisfy basic nutritional needs.

1.12.3 Plan a shopping list that takes into consideration food value and economy.

1.12.5 Identify appropriate methods of food preparation and storage.

1.13 Demonstrate an understanding of desirable dental care practices.

1.13.1 Demonstrate a knowledge of the proper techniques for brushing and flossing teeth.

1.13.2 Plan an annual dental health care program.

1.13.3 Identify the causes and effects of tooth and gum disease.

1.14 Demonstrate an understanding of desirable personal hygiene practices.

1.14.1 Identify the pratices required for personal hygiene.

1.14.2 Identify the symptoms of diseases associated with a lack of personal hygiene.

1.14.3 Identify the causes of diseases associated with a lack of personal hygiene.

1.16 Demonstrate an understanding of stress reduction techniques for self or family members.

1.16.1 Identify the sources of stress.

1.16.2 Identify ways to reduce non-productive anxiety.

1.16.3 Identify acceptable outlets for emotional tension.

1.16.4 Determine the need for outside counseling in stressful situations.

PFM 2. MAKE PERSONAL DECISIONS BASED UPON THE KNOWLEDGE OF INDIVIDUAL STRENGTHS AND LIMITATIONS.

2.1 Demonstrate an awareness of individual characteristics which may affect learning.

2.1.1 Analyze the effects of an individual's intellectual characteristics on learning (e.g., readiness, imagination, curiosity, aptitude).

2.1.2 Analyze the effects of an individual's emotional characteristics on learning (e.g., fears, security, motivations, attitude, self-concept, stress,pre-occupation).

2.1.3 Analyze the effects of an individual's physical characteristics on learning (e.g., disability, illness, substance abuse, chronic disorders, lack of sleep, improper diet).

2.1.4 Analyze the effects of social characteristics on an individual's learning (e.g., peer pressure, media influence, family expectations).

2.2 Demonstrate an understanding of how an individual's self-concept affects his/her behavior and personal goals.

2.2.1 Demonstrate an understanding of self-concept.

2.2.4 Analyze the ways in which self-concept affects behavior.

2.2.5 Analyze the ways in which self-concept affects personal goals.

2.3 Demonstrate an ability to evaluate one's options in terms of needs, resources, and skills.

2.3.1 Identify personal needs.

2.3.2 Identify personal resources.

2.3.3 Identify personal skills.

2.3.4 Analyze the ways in which the presence or absence of personal skills can affect the options available to an individual.

2.3.5 Analyze the ways in which the presence or absence of personal resources can affect the options available to an individual (e.g., money, personal contacts, status, coping skills).

2.3.6 Analyze the ways in which personal needs can affect the options available to an individual.

2.3.7 Evaluate possible options according to personal needs, resources, and skills in order to make a decision.

2.4 Demonstrate an understanding of the basic steps of a decision-making process in assessing personal strengths and limitations.

2.4.3 Identify perceived strengths (including intellectual, academic, physical, and emotional strengths) and discuss possible ways of best using these strengths, using the decision-making process.

2.6 Demonstrate an ability to formulate action plans for implementing personal decisions.

2.6.1 Identify the resources and skills needed to implement a plan of action that has been decided upon.

2.6.2 Identify the steps involved in implementing a plan of action that has been decided upon.

2.6.3 Predict the probable consequences of a particular plan of action.

2.7 Demonstrate an ability to differentiate between one's self-expectations and expectations of one's self held by others.

2.7.2 Identify the expectations of one's self held by others.

2.7.3 Compare self-expectations with others' expectations of one's self.

PFM 3. APPLY DECISION-MAKING PROCESSES WITHIN THE FAMILY STRUCTURE.

3.1 Demonstrate an understanding of the concept of planned parenthood.

3.1.3 Locate community sources for assistance in family planning.

3.1.4 Identify the family planning responsibilities of the male and/or female in a given situation.

PFM 4. USE PERSONAL, SOICAL, AND ECONOMIC RESOURCES TO MEET INDIVIDUAL AND FAMILY NEEDS.

4.1 Demonstrate an understanding of the relationship between occupations and life style.

4.1.1 Analyze the effects of specific jobs and working conditions on individual life style.

4.1.2 Analyze the ways in which life style can influence a person's choice of occupation.

4.2 Demonstrate an understanding of the impact of employment and unemployment on the family and its members.

4.2.1 Analyze the social psychological effects of a change in employment status on a family.

4.2.2 Analyze the economic effects of a change in employment status on a family.

4.7 Demonstrate an ability to plan realistic budgets for families with different needs and resources.

4.7.1 Prepare a realistic budget for a given family situation.

4.8 Demonstrate an understanding of the economic factors involved in caring for and maintaining consumer goods.

4.8.1 Identify the ecomonic factors involved in the care and maintenance of consumer goods.

4.9 Demonstrate an ability to determine individual or family housing needs and describe how to obtain affordable housing to meet those needs.

4.9.1 Analyze housing alternatives on the basis of a prepared individual/family budget to meet personal/family needs.

4.9.2 Identify the legal and financial steps involved in buying or renting a home.

4.11 Demonstrate an awareness of basic home maintenance and repair tasks.

4.11.1 Identify maintenance and repairs need in the home.

4.11.2 Identify community resources available for home maintenance and repairs.

4.12 Demonstrate an understanding of the financial aspects of motor vehicle ownership and maintenance.

4.12.3 Determine the costs involved in insuring, maintaining, repairing, and operating a car.

4.12.6 Select the most economic way to finance the purchase of a motor vehicle by evaluating the credit terms available from various financial institutions.

4.13 Demonstrate an ability to keep accurate financial records.

4.13.1 Identify the kinds of receipts that should be retained and for how long.

4.13.2 Identify the records needed to complete federal, state, and local income tax forms.

4.13.3 Prepare accurate financial records based on income and expenses.

4.15 Demonstrate the ability to evaluate one's own educational options in terms of needs, resources, and skills.

4.15.2 Analyze personal skill competencies in terms of how they pertain to one's educational options.

PFM 5. APPLY BUSINESS-LEGAL PROCEDURES TO MEET INDIVIDUAL AND FAMILY NEEDS.

5.2 Demonstrate an understanding of the variety and importance of legal documents needed by individuals.

5.2.2 Identify the purposes of legal documents.

5.2.4 Explain the importance of various legal documents.

5.3 Demonstrate a knowledge of community resources which serve the legal needs of individuals and families.

5.3.1 Identify community resources which provide legal assistance.

5.6 Demonstrate an awareness of fraudulent and deceptive marketing and retailing practices.

5.6.1 Identify consumer practices which protect the buyer from fraudulent and deceptive business practices.

5.6.2 Identify fraudulent and deceptive practices in the selling of goods and services.

5.8 Demonstrate an understanding of the rights and responsibilities of buyer and seller in the marketplace.

5.8.2 Identify the responsibilities of the consumer in the marketplace.

5.8.3 Interpret implied and expressed responsibilities in a contractual agreement.

5.8.4 Identify consumer protection measures which deal with a given consumer complaint.

5.10 Demonstrate an understanding of credit management and be able to apply for and use credit effectively.

5.10.1 Compare the advantages and disadvantages of using credit.

5.10.2 Identify the factors involved in maintaining a good credit rating.

5.10.3 Estimate the amount of credit a given family can manage.

5.10.4 Complete a credit application.

5.14 Demonstrate correct use of typical banking services that aid in personal money management.

5.14.1 Demonstrate the ability to use and manage a checking account.

5.14.2 Demonstrate the ability to use and manage a savings account.

5.15 Demonstrate an understanding of the ways in which family finances and future employability are affected by credit records.

5.15.1 Analyze the ways in which family finances can be affected by credit records.

5.15.2 Analyze the ways in which future employability can be affected by credit records.

5.16 Demonstrate a knowledge of purposes and sources of public assistance.

5.16.1 Identify the appropriate services to meet a particular need for public assistance.

PFM 6. RECOGNIZE AND EVALUATE OPPORTUNITIES FOR PERSONAL GROWTH THROUGHOUT LIFE.

6.1 Demonstrate study/research skills necessary to engage in self-directed lifelong learning.

6.1.1 Identify methods of obtaining information necessary for continuing learning.

6.1.2 Identify sources of obtaining information necessary for continuing learning.

6.2 Demonstrate an understanding of procedures involved in preparing for significant life events.

6.2.1 Identify examples of significant life events.

6.4 Demonstrate an ability to set, implement and reassess long-range personal goals.

6.4.1 Identify long-range personal goals.

PFM 7. APPLY THE KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT TO FAMILY LIVING.

7.1 Demonstrate an understanding of child-rearing practices that contribute to the health and welfare of the child.

7.1.1 Identify common childhood diseases and their symptoms.

7.1.2 Identify the immunizations that children should have at different ages.

7.1.3 Identify sites in the community where immunizations may be obtained.

7.1.4 Identify ways to prevent childhood accidents.

7.1.5 Identify instances of child abuse and neglect.

7.1.6 Demonstrate an understanding of the methods of discipline appropriate to the growth and development of a child.

7.2 Demonstrate a basic understanding of human growth and development.

7.2.1 Demonstrate a knowledge of the physical, emotional, social, and intellectual development of the infant.

7.2.2 Demonstrate a knowledge of the physical, emotional, social, and intellectual development of the child.

7.2.3 Demonstrate a knowledge of the physical, emotional, social, and intellectual development of the adolescent.

7.4 Demonstrate an understanding of exceptional physical, emotional, and mental characteristics which may affect human development and learning.

7.4.1 Identify physical characteristics which can affect individual development and learning.

7.4.2 Identify emotional characteristics which can affect individual development and learning.

7.4.3 Identify mental characteristics which can affect individual development and learning.

7.5 Demonstrate an understanding of fundamental physical and psychological preventive health care and health maintenance practices.

7.5.1 Identify mental health practices.

7.5.2 Identify signs and symptoms of common diseases.

7.5.4 Demonstrate a knowledge of the treatment of substance abuse.

7.5.5 Evaluate the need for medical advice for given conditions related to health.

7.7 Demonstrate an understanding of the ways in which heredity and environment can affect human development and individual health.

7.7.1 Identify hereditary factors which affect health and human development.

7.7.2 Identify environmental factors which affect health and human development.

PFM 8. UNDERSTAND THE RELATIONSHIP BETWEEN PERSONAL VALUES AND FAMILY STRUCTURES.

8.1 Demonstrate an understanding of personal, family, and social problems related to substance abuse.

8.1.2 Identify the physical, psychological, and social effects of substance abuse.

8.4 Demonstrate an ability to cope with change by using acceptable alternatives.

8.4.1 Analyze the ways in which a family member can cope with changes in employment.

8.4.2 Analyze the ways in which a family member can cope with changes in health.

8.4.3 Analyze the ways in which a family member can cope with changes in family structure.

8.6 Demonstrate an ability to deal with significant emotional events which affect the family structure.

8.6.1 Identify emotional events which can affect the family structure.

8.6.2 Identify the effects of a particular significant event on the family.

8.6.3 Identify alternative strategies for coping with an emotional event which affects the family structure.

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SPECIAL EDUCATION EDITION

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meap

Michigan Educational Assessment Program

STUDENT ASSESSMENT BOOKLET

MICHIGAN LIFE ROLE COMPETENCIES FORM A

Special Education

Michigan State Board of Education

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D I R E C T I O N S

THE QUESTIONS IN THIS BOOKLET DEAL WITH PROBLEMS FOUND IN EVERYDAY LIFE. BE SURE YOU UNDERSTAND ALL THE DIRECTIONS BEFORE YOU BEGIN. YOU WILL HAVE AS MUCH TIME AS YOU NEED TO FINISH THE TEST. IF YOU ARE NOT SURE ABOUT THE ANSWER TO A QUESTION, MAKE YOUR BEST CHOICE AND GO ON TO THE NEXT ONE. BE SURE TO MARK YOUR ANSWERS ON THE ANSWER SHEET. IF YOU CHANGE AN ANSWER, BE SURE TO ERASE THE FIRST MARK COMPLETELY. MARK ONLY ONE ANSWER FOR EACH ITEM.

LOOK AT THE SAMPLE ITEM BELOW:

SAMPLE: WHICH OF THE FOLLOWING ORGANS PUMPS BLOOD TO EVERY PART OF THE BODY?

____ A. LIVER
____ B. STOMACH
____ C. HEART
____ D. LUNGS

SINCE THE HEART PUMPS BLOOD TO ALL PARTS OF THE BODY, YOU WOULD FILL THE OVAL MARKED WITH THE LETTER "C" BECAUSE "C" IS IN FRONT OF HEART, WHICH IS THE CORRECT ANSWER.

IF YOU DO NOT UNDERSTAND HOW TO MARK YOUR ANSWERS, ASK FOR HELP. REMEMBER, ONLY ONE ANSWER SHOULD BE MARKED FOR EACH QUESTION. IF YOU CHANGE YOUR ANSWER, ERASE YOUR FIRST ANSWER COMPLETELY. MAKE A DARK MARK THAT FILLS THE SPACE. USE A PENCIL, DO NOT USE A BALLPOINT PEN. MARK YOUR ANSWERS ON SIDE 1 OF YOUR ANSWER SHEET. WHEN YOU'RE SURE YOU KNOW HOW TO MARK YOUR ANSWERS, FIND THE SPACE FOR ITEM 1 AND BEGIN.

OBJECTIVE CODE: EOS 1.1.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

1. EMPLOYEES GET A BASIC SALARY FOR THEIR WORK. WHAT WORD IS USED FOR EXTRAS SUCH AS PENSIONS, HEALTH PLANS, AND PAID HOLIDAYS?

____ A. COMMISSIONS

____ B. COMPENSATION

____ C. FRINGE BENEFITS

____ D. SOCIAL SECURITY

OBJECTIVE CODE: EOS 1.1.5

DIRECTIONS: READ THE ADVERTISEMENT BELOW AND THEN DECIDE WHICH QUALIFICATIONS ARE NECESSARY FOR THE JOB DESCRIBED.

> COOK--FULL TIME, DAYS. EXPERIENCE NECESSARY. ALL COMPANY BENEFITS. APPLY IN PERSON. PANCAKE SHOP, MASON BOULEVARD.

2. APPLICANT WILL NEED COOKING SKILLS.

____ A. YES

____ B. NO

3. APPLICANT WILL NEED TO WORK DAYS AND NIGHTS.

____ A. YES

____ B. NO

DIRECTIONS: READ THE FOLLOWING HELP-WANTED AD AND THEN SELECT THE BEST ANSWER.

MECHANIC: NEW CAR PREP. DEPT. MUST HAVE GM DEALERSHIP EXPERIENCE. MUST BE STATE CERTIFIED AND LICENSED. NO OTHERS NEED APPLY. CALL 741-3500, ASK FOR DAVE IN SERVICE DEPT. WILLIAMS PONTIAC GMC, 2531 ELM ST., TROY, MICHIGAN, 48084

4. IN THIS JOB, A PERSON WOULD BE

____ A. ORDERING CAR PARTS.

____ B. SELLING CARS.

____ C. FIXING CARS.

____ D. SUPERVISING OTHER WORKERS.

OBJECTIVE CODE: EOS 1.3.2

DIRECTIONS: YOU WORK IN A RESTAURANT. LISTEN TO THE DIRECTIONS GIVEN BY YOUR BOSS. MARK THE BEST ANSWER FOR THE QUESTION.

"AFTER YOU PUNCH YOUR TIME CARD, FILL THE SALAD TABLE WITH ICE. THEN GO HELP JOE WASH POTS AND PANS. WHEN THAT JOB IS FINISHED, SET THE TABLES IN THE MIDDLE SECTION."

5. WHAT SHOULD YOU DO FIRST?

____ A. PUNCH YOUR TIME CARD

____ B. SET THE TABLES IN THE MIDDLE SECTION

____ C. PUT ICE ON THE SALAD TABLE

____ D. HELP JOE WASH DISHES

OBJECTIVE CODE: EOS 1.5.3

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

6. AL LIKES WORKING WITH MACHINES AND IS A GOOD MECHANIC. WHERE CAN HE FIND A JOB AS A MECHANIC?

____ A. COAL MINE

____ B. CONSTRUCTION COMPANY

____ C. CAR DEALERSHIP

____ D. PARKS AND RECREATION DEPARTMENT

OBJECTIVE CODE: EOS 2.1.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

7. EVE HAS TO MAKE A CHOICE BETWEEN JOB A AND JOB B. IN JOB A, EVE WOULD MAKE $6500 THE FIRST YEAR. SHE WOULD MAKE $635 MORE THE NEXT YEAR. IN JOB B, SHE WOULD MAKE $6200 THE FIRST YEAR. SHE WOULD MAKE $1,000 MORE THE NEXT YEAR. HOW MUCH MORE WOULD EVE MAKE IN THE SECOND YEAR IF SHE TOOK JOB B?

____ A. $25

____ B. $35

____ C. $65

____ D. $75

OBJECTIVE CODE: EOS 2.4.1

DIRECTIONS: THE TABLE BELOW SHOWS HOW MARY USES HER TAKE HOME PAY.

ITEM	PERCENT
RENT	25
UTILITIES	5
FOOD	20
MEDICAL	5
CLOTHES	10
TRANSPORTATION	15
RECREATION	10
SAVINGS	10
TOTAL	100%

8. MARY'S TAKE HOME PAY IS $500 PER MONTH. HOW MUCH DOES SHE PUT INTO HER SAVINGS EACH MONTH?

____ A. $500

____ B. $100

____ C. $50

____ D. $10

OBJECTIVE CODE: EOS 2.5.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

9. STEVE WAS PAID $4.00 AN HOUR. FOR THE FIRST 2 DAYS HE WORKED 5 HOURS EACH DAY, AND FOR THE OTHER 3 DAYS HE WORKED 6 HOURS EACH DAY. HIS GROSS PAY WAS

____ A. $50.00

____ B. $69.00

____ C. $112.00

____ D. $400.00

OBJECTIVE CODE: EOS 2.5.3

10. THIS IS SALLY LEE'S CHECK STUB. WHAT IS THE AMOUNT OF HER NET PAY?

NAME Sally Lee		
PAY PERIOD: FROM 2/10 TO 2/14		
REGULAR 40 hours		220.00
OVERTIME 4 hours		33.00
TOTAL EARNINGS		253.00
FED. TAX	30.35	
STATE TAX	10.25	
FICA	16.95	
TOTAL DEDUCTIONS	57.55	
NET PAY		

____ A. $137.90

____ B. $195.45

____ C. $253.00

____ D. $310.55

OBJECTIVE CODE: EOS 2.6.1

DIRECTIONS: JOYCE NEWTON'S PAYROLL STUB IS SHOWN HERE. USE IT TO ANSWER THE QUESTION BELOW.

JOYCE NEWTON

SOCIAL SECURITY NO.	PERIOD ENDING	PAY DATE
022-32-4798	12-30-77	01/10/84

TOTAL GROSS	250.73
TOTAL DEDUCTIONS	89.88
NET PAY	160.85

	MEDICAL	FED. WITHHOLDING	MICH. WITHHOLDING	DETROIT WITHHOLDING	F.I.C.A.
CURRENT DEDUCTIONS	PAID	45.36	12.79	3.24	15.04
	UNION DUES		CREDIT UNION		
	3.45		10.00		
YEAR TO DATE	F.I.C.A. GROSS				

11. JOYCE NEWTON'S PAYROLL STUB SHOWS A DEDUCTION OF $15.04 FOR F. I. C. A. THIS DEDUCTION IS A PAYMENT FOR WHICH OF THE FOLLOWING?

____ A. SOCIAL SECURITY TAX

____ B. FEDERAL INCOME TAX

____ C. HEALTH INSURANCE PREMIUM

____ D. CREDIT UNION DUES

OBJECTIVE CODE: EOS 2.8.3

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

12. STEVE'S LUNCH BILL IN THE CAFETERIA AT WORK WAS $2.89. HE GAVE THE CASHIER A $5.00 BILL. HOW MUCH SHOULD STEVE GET BACK?

____ A. $3.11

____ B. $3.25

____ C. $2.11

____ D. $1.00

OBJECTIVE CODE: EOS 4.3.3

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

13. MICHIGAN REHABILITATION SERVICES HELPS

____ A. PERSONS WHO HAVE A HANDICAP WHICH MAKES IT HARD TO GET A JOB.

____ B. ONLY PEOPLE WHO HAVE WORKED AT JOBS SOMETIME IN THE PAST.

____ C. ONLY ONE PERSON FROM A FAMILY.

____ D. PEOPLE WHO ARE WILLING TO PAY MONEY FOR THE SERVICES.

OBJECTIVE CODE: EOS 4.5.2

DIRECTIONS: READ THE FOLLOWING QUESTION AND CHOOSE THE BEST ANSWER.

PETE WORKS AT A FACTORY. PETE THINKS THAT AN ELECTRIC SAW IS NOT SAFE. PETE TELLS HIS BOSS THAT THE SAW IS NOT SAFE.

14. THE BOSS SHOULD:

____ A. LET A MORE EXPERIENCED WORKER USE THE SAW.

____ B. CHECK THE SAW TO SEE IF PETE IS RIGHT.

____ C. FIX THE SAW HIMSELF.

____ D. TELL PETE NOT TO WORRY.

OBJECTIVE CODE: EOS 5.1.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

15. WHICH OF THE FOLLOWING IS THE MOST IMPORTANT SKILL THAT A BANK TELLER HAS TO HAVE?

____ A. ABILITY TO WORK WITH NUMBERS

____ B. ABILITY TO WORK WITH MACHINES

____ C. CREATIVITY

____ D. TYPING SKILLS

OBJECTIVE CODE: EOS 6.1.2

DIRECTIONS: AFTER HIGH SCHOOL, WHAT IS THE BEST WAY TO TRAIN FOR THE FOLLOWING JOB?

16. AUTOMOBILE MECHANIC

____ A. COLLEGE OR UNIVERSITY

____ B. OBSERVING OTHERS ON THE JOB

____ C. HOME STUDY COURSE

____ D. TRADE SCHOOL

OBJECTIVE CODE: EOS 6.1.4

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

17. TIM IS A HIGH SCHOOL JUNIOR. HE IS THINKING ABOUT BECOMING A LICENSED PRACTICAL NURSE. WHAT SHOULD HE DO TO LEARN ABOUT THIS JOB?

____ A. ATTEND NURSING SCHOOL

____ B. TALK TO A NURSE OR SCHOOL COUNSELOR

____ C. PASS STATE LICENSING EXAMINATION

____ D. TAKE NEEDED COURSES IN HIGH SCHOOL

OBJECTIVE CODE: EOS 7.7.1

DIRECTIONS: THERE ARE GOOD POINTS, OTHER THAN MONEY, RELATED TO JOBS. DECIDE WHICH IS A GOOD POINT OF THE JOB LISTED BELOW.

18. FACTORY WORKER

____ A. STATUS

____ B. POWER AND CONTROL OVER OTHERS

____ C. FRINGE BENEFITS

____ D. CONTROL OVER OWN TIME

OBJECTIVE CODE: EOS 8.3.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

19. PAUL JUST GRADUATED FROM HIGH SCHOOL. WHILE IN SCHOOL, HE TOOK TWO YEARS OF TYPING. HE WOULD BE MOST LIKELY TO GET A JOB AS A:

____ A. LAW CLERK.

____ B. CLERK TYPIST.

____ C. RECEPTIONIST.

____ D. TYPEWRITER REPAIR PERSON.

OBJECTIVE CODE: CSR 1.2.5

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

20. WHERE WOULD YOU GO TO APPLY FOR A MARRIAGE LICENSE?

____ A. COUNTY HEALTH DEPARTMENT

____ B. COUNTY CLERK

____ C. SECRETARY OF STATE

____ D. SOCIAL SECURITY ADMINISTRATION

OBJECTIVE CODE: CSR 1.3.1

DIRECTIONS: PICK THE LETTER THAT DESCRIBES EACH OF THE FOLLOWING AGENCIES.

21. BETTER BUSINESS BUREAU

____ A. HOSPITAL INSURANCE

____ B. VOLUNTEER POLITICAL GROUP

____ C. JOB OPENINGS

____ D. CONSUMER INFORMATION

OBJECTIVE CODE: CSR 1.3.2

22. MICHIGAN EMPLOYMENT SECURITY COMMISSION

____ A. JOB OPPORTUNITIES

____ B. CONSUMER INFORMATION

____ C. SENIOR CITIZEN APARTMENTS

____ D. LAW ENFORCEMENT

OBJECTIVE CODE: CSR 3.2.3

DIRECTIONS: NEW AND BETTER MACHINES HAVE CHANGED HOW PEOPLE LIVE. READ THE FOLLOWING STATEMENT. MARK THE BEST ANSWER.

23. ROBOTS ARE BEING USED IN INDUSTRY. THEY HAVE CHANGED INDUSTRY AND JOBS BY:

___ A. RAISING THE COST OF PRODUCTS.

___ B. MORE WORKERS BEING HIRED.

___ C. DOING JOBS THAT PEOPLE USUALLY DO.

___ D. MAKING WORK MORE SIMPLE FOR FACTORY WORKERS.

OBJECTIVE CODE: CSR 4.1.1

DIRECTIONS: SOMETIMES PEOPLE ARE TREATED UNFAIRLY. IF THIS IS BECAUSE OF THEIR LOOKS OR THEIR CHURCH, IT IS CALLED PREJUDICE. IN THE ITEM BELOW, DECIDE WHICH TYPE OF PREJUDICE IS BEING USED.

24. A WOMAN IS NOT HIRED FOR A JOB THAT SHE CAN DO WELL. IF A MAN IS HIRED INSTEAD, IT MIGHT BE:

___ A. SEXUAL PREJUDICE.

___ B. RACIAL PREJUDICE.

___ C. AGE PREJUDICE.

___ D. RELIGIOUS PREJUDICE.

OBJECTIVE CODE: CSR 4.1.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

25. MARIE WAS FIRED FROM HER JOB AS A TELEPHONE OPERATOR BECAUSE OF HER ACCENT. THIS IS AN EXAMPLE OF

____ A. SEX BIAS.

____ B. AGE BIAS.

____ C. CULTURAL BIAS.

____ D. PHYSICAL BIAS.

OBJECTIVE CODE: CSR 4.1.11

26. A PERSON IN A WHEELCHAIR WHO IS NOT GIVEN ACCESS TO AN ELEVATOR OR RAMP IS THE OBJECT OF

____ A. RACE BIAS.

____ B. PHYSICAL BIAS.

____ C. AGE BIAS.

____ D. RELIGIOUS BIAS.

OBJECTIVE CODE: CSR 5.2.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

27. SPECIAL EDUCATION LAWS HAVE GIVEN HANDICAPPED STUDENTS MANY EDUCATIONAL RIGHTS. HOWEVER, THE SPECIAL EDUCATION LAWS DO NOT GIVE STUDENTS THE RIGHT TO:

____ A. A FREE COLLEGE EDUCATION.

____ B. A FREE PUBLIC EDUCATION FROM BIRTH UNTIL THEY GRADUATE OR REACH THE AGE OF 25.

____ C. FREE TRANSPORTATION TO AND FROM SCHOOL IF THEY COULD NOT COME OTHERWISE.

____ D. THE SAME SERVICES AND SUPPLIES AS REGULAR EDUCATION STUDENTS.

OBJECTIVE CODE: CSR 6.1.2

28. WHICH OF THE FOLLOWING WOULD YOU CALL OR WRITE TO IF YOU HAD A QUESTION ABOUT YOUR ELECTRICITY BILL?

____ A. POWER COMPANY

____ B. TELEPHONE COMPANY

____ C. CONSUMER CREDIT COMPANY

____ D. MICHIGAN LIFE COMPANY

OBJECTIVE CODE: CSR 6.6.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

29. WHICH OF THE FOLLOWING PLACES GIVES SHOTS SO YOU WON'T CATCH A DISEASE?

____ A. SUBSTANCE ABUSE CLINIC

____ B. COUNTY HEALTH DEPARTMENT

____ C. PLANNED PARENTHOOD CLINIC

____ D. DEPARTMENT OF SOCIAL SERVICES

OBJECTIVE CODE: CSR 6.8.3

30. TOM PAID A HOUSE REPAIRMAN $300 TO REPAIR HIS ROOF. WHEN THE JOB WAS FINISHED, THE ROOF WAS STILL LEAKING AND THE REPAIRMAN REFUSED TO FIX IT. WHICH AGENCY CAN HELP TOM TO GET HIS MONEY BACK?

____ A. DEPARTMENT OF LABOR

____ B. SMALL CLAIMS COURT

____ C. ATTORNEY GENERAL

____ D. BETTER BUSINESS BUREAU

OBJECTIVE CODE: CSR 9.4.1

DIRECTIONS: ANSWER THE FOLLOWING ITEM.

31. IN ORDER TO BE ABLE TO VOTE, VOTERS MUST

____ A. BE CITIZENS OF THE UNITED STATES.

____ B. REGISTER EACH TIME THEY VOTE.

____ C. OWN PROPERTY IN THE COMMUNITY IN WHICH THEY VOTE.

____ D. HAVE KNOWLEDGE ABOUT THE CANDIDATES RUNNING FOR OFFICE.

OBJECTIVE CODE: CSR 6.9.1 & 6.9.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

32. CAN A COMMUNITY CRISIS CENTER HELP A PERSON WITH A DRUG OR ALCOHOL ABUSE PROBLEM?

____ A. YES ____ B. NO

33. DOES THE AMERICAN CANCER SOCIETY PROVIDE INFORMATION ON THE DANGERS OF SMOKING?

____ A. YES ____ B. NO

OBJECTIVE CODE: CSR 10.8.2

34. DO ALL HANDICAPPED STUDENTS HAVE A RIGHT TO TAKE THE COURSES THEY NEED?

____ A. YES ____ B. NO

OBJECTIVE CODE: CSR 10.8.4

35. DOES A HANDICAPPED STUDENT HAVE THE RIGHT TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES?

____ A. YES ____ B. NO

OBJECTIVE CODE: 12.5.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

36. DO AFFIRMATIVE ACTION PROGRAMS REQUIRE THAT A MINORITY PERSON BE HIRED REGARDLESS OF ABILITY TO PERFORM THE JOB?

____ A. YES ____ B. NO

37. DOES AFFIRMATIVE ACTION REQUIRE THAT WOMEN BE GIVEN OPPORTUNITIES TO TAKE PART IN SPORTS?

____ A. YES ____ B. NO

OBJECTIVE CODE: CSR 12.5.2

38. A HANDICAPPED STUDENT HAS THE RIGHT TO

____ A. A FREE AND APPROPRIATE PUBLIC EDUCATION.

____ B. GUARANTEED EMPLOYMENT.

____ C. A FREE COLLEGE EDUCATION.

____ D. FREE TRANSPORTATION ANYWHERE.

OBJECTIVE CODE: AHA 1.2.3

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

39. BILL BELIEVES IN TELLING THE TRUTH. HE SAW HIS FRIEND, JOE, STEAL SOME MONEY FROM THE TEACHER. THE TEACHER ASKED THE CLASS IF THEY HAD SEEM SOMEONE TAKE THE MONEY. WHICH OF THE FOLLOWING WILL PROBABLY HAPPEN?

____ A. BILL WILL QUICKLY FORGET WHAT HAPPENED.

____ B. BILL WILL TELL THE TEACHER ABOUT JOE.

____ C. BILL WILL BLAME ANOTHER STUDENT.

____ D. BILL WILL HELP JOE SPEND THE MONEY.

OBJECTIVE CODE: AHA 2.2.1

DIRECTIONS: MR SMITH IS A SUPERVISOR IN A DRUG STORE. HE SAYS "ALL TEENAGERS ARE NOT RESPONSIBLE." ANSWER THE FOLLOWING ITEMS BY MARKING A (YES) OR B (NO).

40. JOHN IS A TEENAGER. KNOWING MR SMITH'S FEELINGS TOWARD TEENAGERS, IS JOHN LIKELY TO APPLY FOR A JOB AT THE DRUG STORE?

____ A. YES ____ B. NO

41. MR. SMITH MAKES DECISIONS ABOUT TEENAGERS BASED ON FACTS RATHER THAN FEELINGS.

____ A. YES ____ B. NO

OBJECTIVE CODE: AHA 3.5.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

42. SHERRY'S LITTLE BROTHER, HOWARD, HAS NEVER THOUGHT MUCH OF HIMSELF, AND HE SPENDS TOO MUCH OF HIS TIME ALONE. SHERRY CAN HELP HOWARD THINK BETTER OF HIMSELF AND BECOME MORE CONFIDENT IF SHE:

____ A. ACCEPTS HOWARD'S SHYNESS AND DOESN'T DO ANYTHING.

____ B. PRAISES HOWARD AND POINTS OUT SOME THINGS HE CAN DO WELL.

____ C. MAKES FUN OF HOWARD IN FRONT OF OTHERS TO MAKE HIM LESS SHY.

____ D. WARNS HOWARD THAT HE WILL BE A FAILURE IF HE DOES NOT CHANGE.

OBJECTIVE CODE: AHA 4.4.1

DIRECTIONS: FOR THE ITEM BELOW, PICK THE RESPONSE THAT BEST DESCRIBES HOW ATTITUDES AFFECT OUR BEHAVIOR TOWARD OTHERS.

43. IF I AM AFRAID OF SOMEONE, THEN WHEN I AM WITH THAT PERSON, I AM MOST LIKELY TO BE:

____ A. RELAXED.

____ B. BORED.

____ C. RUDE.

____ D. CAREFUL.

OBJECTIVE CODE: AHA 9.4.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

44. MARGE HAS LITTLE MONEY AND A LOT OF FREE TIME. SHE LIKES WORKING WITH HER HANDS AND SPENDING TIME ALONE. WHICH OF THE FOLLOWING LEISURE-TIME ACTIVITIES COULD SHE ENJOY AT HOME?

____ A. DRAWING PICTURES

____ B. HAVING A PARTY

____ C. PLAYING VIDEO GAMES

____ D. WATCHING TELEVISION

OBJECTIVE CODE: PFM 1.2.3

DIRECTIONS: USE THE INFORMATION ON THE LABEL TO DECIDE IF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE.

A PAIN-KILLER HAS THE FOLLOWING DIRECTIONS ON THE LABEL:

> "DOSAGE: ADULTS 2 TABLETS EVERY 4 HOURS AS NEEDED. DO NOT EXCEED 8 TABLETS IN 24 HOURS, UNLESS DIRECTED BY A PHYSICIAN.
>
> FOR CHILDREN 6-12 YEARS, ONE-HALF ADULT DOSE."

45. CAN A TEENAGER TAKE 2 TABLETS AT 8 A.M. AND 2 MORE TABLETS AT 2 P.M. FOR A HEADACHE?

____ A. YES ____ B. NO

46. CAN A 10-YEAR-OLD CHILD SAFELY BE GIVEN 2 TABLETS EVERY FOUR HOURS?

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.2.6

DIRECTIONS: IMMUNIZATION IS CURRENTLY AVAILABLE FOR SOME DISEASES. FOR THE ITEMS BELOW, MARK WHETHER OR NOT THESE DISEASES HAVE AN IMMUNIZATION.

47. DIPTHERIA

____ A. YES ____ B. NO

48. TUBERCULOSIS

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.2.10

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

49. WHAT DOES THIS SIGN MEAN?

____ A. POLICE

____ B. CAUTION

____ C. POISON

____ D. DISEASE

OBJECTIVE CODE: PFM 1.3.1

50. JOHN NEEDS A PRESCRIPTION FOR GLASSES. WITH WHICH PERSON SHOULD BE MAKE AN APPOINTMENT?

____ A. PEDIATRICIAN

____ B. OPTICIAN

____ C. PHARMACIST

____ D. OPTOMETRIST

OBJECTIVE CODE: PFM 1.3.3

51. SUE AND HER HUSBAND, TOM, HAVE DECIDED TO GET A DIVORCE. WHOM SHOULD THEY CONSULT TO FIND OUT HOW TO GET A DIVORCE?

____ A. MINISTER

____ B. LAWYER

____ C. SOCIAL WORKER

____ D. EMPLOYER

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

52. MR. HOWARD'S CHILD HAS SWALLOWED SOME POISON. HE SHOULD FIRST CALL:

___ A. THE MANUFACTURER OF THE POISON.

___ B. A PHARMACIST.

___ C. THE STORE WHERE HE BOUGHT THE POISON.

___ D. A PHYSICIAN.

OBJECTIVE CODE: PFM 1.5.3

53. GENITAL SORES THAT HEAL SLOWLY MIGHT BE A SIGN OF:

___ A. KIDNEY INFECTION.

___ B. PREGNANCY.

___ C. SCARLET FEVER.

___ D. HERPES.

OBJECTIVE CODE: PFM 1.6.2

54. YOUR DOCTOR SAYS TO STAY ON A SODIUM FREE DIET. THIS MEANS YOU SHOULD NOT HAVE:

___ A. SALT.

___ B. SUGAR.

___ C. CORN SYRUP.

___ D. FOOD COLORINGS.

OBJECTIVE CODE: PFM 1.8.1

DIRECTIONS: READ THE STATEMENTS. DECIDE IF THEY ARE SAFE OR UNSAFE PRACTICES.

55. KEEPING GASOLINE IN PLASTIC CONTAINERS.

____ A. SAFE ____ B. NOT SAFE

56. A PAN OF GREASE CATCHES FIRE. PUT A LID ON THE PAN.

____ A. SAFE ____ B. NOT SAFE

OBJECTIVE CODE: PFM 1.8.5

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

57. A CHILD SWALLOWS BLEACH. THE BEST THING TO DO IS:

____ A. GIVE THE CHILD A GLASS OF WATER.

____ B. RUSH THE CHILD TO THE HOSPITAL (EMERGENCY).

____ C. GIVE THE CHILD BAKING SODA TO MAKE THE CHILD THROW UP.

____ D. GIVE THE CHILD TWO ASPIRINS AND CALL THE DOCTOR.

OBJECTIVE CODE: PFM 1.9.3

58. HOW MANY SPERM CELLS DOES IT TAKE TO FERTILIZE ONE EGG CELL?

____ A. ONE ____ C. TWENTY

____ B. FOUR ____ D. FIFTY

OBJECTIVE CODE: PFM 1.9.4

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

59. ALL OF THE FOLLOWING ARE USUALLY SIGNS OF PREGNANCY EXCEPT ONE. MARK THE ONE THAT IS NOT.

____ A. WEIGHT GOES DOWN.

____ B. BREASTS HURT

____ C. MONTHLY PERIOD STOPS

____ D. GO TO THE BATHROOM MORE OFTEN

OBJECTIVE CODE: PFM 1.9.8

60. THESE ARE ALL PROBLEMS THAT PREGNANT WOMEN MAY HAVE AT SOME TIME. WHICH PROBLEM MUST HAVE A DOCTOR'S IMMEDIATE ATTENTION?

____ A. SWELLING IN LEGS OR ANKLES

____ B. BLEEDING

____ C. SEVERE MORNING SICKNESS

____ D. MILD DIZZINESS IN THE FIRST 3 MONTHS

OBJECTIVE CODE: PFM 1.9.11

DIRECTIONS: USE THE CHART BELOW TO ANSWER THE FOLLOWING QUESTIONS.

NEWBORN = BIRTH TO 28 DAYS
INFANT = 29 DAYS TO 18 MONTHS

61. WHICH OF THE FOLLOWING DOES NOT SHOW LOVE FOR THE NEWBORN BABY?

____ A. PLAYING WITH THE BABY.

____ B. HOLDING THE BABY WHEN FEEDING.

____ C. DISCIPLINING THE BABY.

____ D. TALKING SOFTLY TO THE BABY.

OBJECTIVE CODE: PFM 1.9.12

62. HOW OFTEN SHOULD A NEWBORN BE FED?

____ A. ONLY WHEN THE NEWBORN CRIES.

____ B. EVERY TWO TO FOUR HOURS.

____ C. EVERY SIX TO EIGHT HOURS.

____ D. APPROXIMATELY THREE TIMES A DAY.

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

63. SOON AFTER HAVING A BABY, A MOTHER NEEDS:

___ A. TO GET LOTS OF SLEEP AND REST.

___ B. TO GET A JOB.

___ C. TO BEGIN JOGGING.

___ D. TO EAT LOTS OF GREEN VEGETABLES.

OBJECTIVE CODE: PFM 1.9.15

64. MARY JUST HAD A BABY. IN THE LAST FEW WEEKS MARY SEEMS TO CRY MORE OFTEN THAN USUAL. JANE IS MARY'S FRIEND. THE BEST THING JANE COULD DO FOR MARY IS:

___ A. TELL MARY TO STOP CRYING.

___ B. LET MARY TALK ABOUT HOW SHE FEELS.

___ C. HELP MARY WITH THE HOUSEWORK.

___ D. HELP MARY GET OUT OF THE HOUSE TO BE WITH PEOPLE.

OBJECTIVE CODE: PFM 1.10.1

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

65. A CHILD IS REQUIRED BY LAW TO HAVE ALL IMMUNIZATIONS (SHOTS) BEFORE:

____ A. LEAVING THE HOSPITAL.

____ B. ENTERING SCHOOL.

____ C. TRAVELING ACROSS STATE LINES.

____ D. REACHING THE AGE OF THREE.

OBJECTIVE CODE: PFM 1.10.3

66. SHOULD YOUNG PEOPLE GET 8-10 HOURS OF SLEEP A NIGHT?

____ A. YES ____ B. NO

67. SHOULD PEOPLE ABOVE THE AGE OF 50 EXERCISE EVERYDAY?

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.10.4

68. WHICH OF THE FOLLOWING TOOTH CARE ACTIVITIES IS BEST FOR CONTROLLING THE AMOUNT OF PLAQUE (YELLOW FILM) ON THE TEETH?

____ A. DAILY FLOSSING

____ B. HAVING TEETH X-RAYED ONCE A YEAR

____ C. HAVING TEETH CLEANED AT THE DENTIST'S EVERY 6 MONTHS

____ D. RINSING MOUTH WITH AN ANTISEPTIC MOUTHWASH DAILY

GO ON TO THE NEXT PAGE

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

69. WHICH OF THE FOLLOWING REGULAR PHYSICAL CHECKUPS IS IMPORTANT FOR WOMEN ONLY?

____ A. BLOOD TEST

____ B. PAP SMEAR

____ C. CHEST X-RAY

____ D. THROAT CULTURE

OBJECTIVE CODE: PFM 1.10.6

70. WHICH OF THE FOLLOWING IS MOST IMPORTANT TO GOOD HEALTH?

____ A. USING DEODORANT BEFORE ATHLETICS

____ B. USING MOUTHWASH AFTER EATING

____ C. WASHING HANDS AFTER USING THE TOILET

____ D. USING FOOT POWDER AFTER BATHING

OBJECTIVE CODE: PFM 1.10.7

71. WHICH OF THE FOLLOWING DOES NOT LEAD TO GOOD MENTAL HEALTH?

____ A. PARTICIPATE IN SOCIAL OR RECREATIONAL ACTIVITIES.

____ B. TALK TO YOUR PARENTS EVERY WEEK.

____ C. KEEP YOUR FEELINGS TO YOURSELF.

____ D. TAKE PART IN PHYSICAL EXERCISES.

GO ON TO THE NEXT PAGE

OBJECTIVE CODE: PFM 1.11.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

72. WHICH PERSON SHOULD RECEIVE EMERGENCY FIRST AID?

____ A. A PERSON WITH FEVER BLISTERS

____ B. A PERSON WHO STOPS BREATHING

____ C. A PERSON WITH A SORE THROAT

____ D. A PERSON WITH ONE LEG IN A CAST

OBJECTIVE CODE: PFM 1.11.3

DIRECTIONS: WHAT SHOULD YOU DO IN AN EMERGENCY WHEN SOMEONE IS BLEEDING HEAVILY?

73. CAREFULLY APPLY PRESSURE TO THE WOUND.

____ A. YES ____ B. NO

74. MOVE THE PERSON AS QUICKLY AS POSSIBLE.

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.12.2

DIRECTIONS: HOW MANY TIMES SHOULD YOU EAT THE FOLLOWING FOODS EACH WEEK TO STAY HEALTHY? MARK THE BEST ANSWER FOR THE FOLLOWING STATEMENT.

75. FRUITS AND VEGETABLES

____ A. EVERY DAY

____ B. 2 OR 3 TIMES A WEEK

____ C. ONCE A WEEK

____ D. LESS THAN ONCE A WEEK

OBJECTIVE CODE: PFM 1.12.5

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

76. WHICH OF THE FOLLOWING FOODS SPOILS FASTEST IN WARM WEATHER?

____ A. BREAD

____ B. APPLES

____ C. MARGARINE

____ D. MAYONNAISE

OBJECTIVE CODE: PFM 1.13.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS. MARK "YES" IF THE STATEMENT IS CORRECT, OR "NO" IF THE STATEMENT IS NOT CORRECT.

77. IS DENTAL FLOSS USED TO CLEAN PLAQUE FROM TEETH?

____ A. YES ____ B. NO

78. FOR BEST CLEANING RESULTS, SHOULD TEETH BE BRUSHED WITH A HARD-BRISTLED TOOTHBRUSH?

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.16.3

DIRECTIONS: IF YOU HAVE A PROBLEM THAT MAKES YOU TENSE AND NERVOUS, WHICH OF THE FOLLOWING WILL HELP? MARK THE BEST ANSWER FOR EACH STATEMENT.

79. EXERCISE OR PHYSICAL ACTIVITIES

____ A. YES ____ B. NO

80. DISCUSSING THE PROBLEM WITH A FRIEND

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 2.6.2

DIRECTIONS: SARA IS ON THE HONOR ROLL. SHE WANTS TO GET ALL "A's" THE NEXT MARKING PERIOD. WHAT WOULD HELP HER REACH HER GOAL? READ THE FOLLOWING STATEMENTS AND MARK YES OR NO.

81. LISTEN AND PARTICIPATE IN CLASS

____ A. YES ____ B. NO

82. ATTEND ALL THE FOOTBALL GAMES

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 4.2.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

83. STEVEN'S MOTHER HAS STARTED WORKING FULL TIME. SHE WILL PROBABLY:

____ A. FEEL BORED.

____ B. FEEL DEPRESSED.

____ C. SPEND MORE TIME WITH THE FAMILY.

____ D. SPEND LESS TIME AT HOME.

OBJECTIVE CODE: PFM 4.2.2

84. IF A FAMILY EARNS MORE MONEY, THEY WILL HAVE TO:

____ A. BUY A NEW CAR.

____ B. PAY MORE PROPERTY TAX.

____ C. PAY MORE INCOME TAX.

____ D. PAY MORE FOR THEIR CHILDREN'S EDUCATION.

OBJECTIVE CODE: PFM 4.11.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

85. TO GET A HOUSE READY FOR WINTER, WHAT JOB IS THE MOST IMPORTANT?

____ A. PUT ON STORM WINDOWS

____ B. PAINT THE WOODWORK

____ C. PUT SCREENS ON THE WINDOWS

____ D. CLEAN THE BASEMENT

OBJECTIVE CODE: 4.12.3

86. JIM'S AUTOMOBILE POLICY SAYS THAT IF HE HAS A COLLISION, HE WILL PAY $50 DEDUCTIBLE. JIM RUNS INTO A TREE. THE DAMAGE IS $475. HOW MUCH WILL THE INSURANCE COMPANY PAY FOR THE REPAIRS?

____ A. $50

____ B. $425

____ C. $450

____ D. $475

OBJECTIVE CODE: PFM 5.3.1

DIRECTIONS: TELL IF THE FOLLOWING OFFICES WOULD HELP A PERSON WHO NEEDS A LAWYER. MARK "YES" OR "NO".

87. CONSUMERS BUREAU

____ A. YES ____ B. NO

88. LEGAL AID OFFICE

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 5.10.2

DIRECTIONS: READ EACH QUESTION AND DECIDE WHETHER IT IS CORRECT. MARK EITHER "YES" OR "NO".

89. MUST YOU HAVE A HISTORY OF PAYING YOUR BILLS IN ORDER TO GET CREDIT?

___ A. YES ___ B. NO

90. MUST YOU BE A HIGH SCHOOL GRADUATE IN ORDER TO GET CREDIT?

___ A. YES ___ B. NO

OBJECTIVE CODE: PFM 5.14.2

DIRECTIONS: USE THE INFORMATION BELOW TO ANSWER THE FOLLOWING QUESTION.

91.

DATE	MEMO	WITHDRAWAL		AMOUNT OF DEPOSIT		INTEREST CREDIT		BALANCE
5/04/81	DEPOSIT			$1,000	00			$1,000 00
5/16/81	WITHDRAWAL	$250	00					
6/17/81	DEPOSIT			$300	00			
6/30/81						$6	67	

WHAT IS THE BALANCE OF MONEY IN THIS SAVINGS ACCOUNT?

___ A. $1,056.67 ___ C. $1,300.00

___ B. $1,250.00 ___ D. $1,556.67

OBJECTIVE CODE: PFM 5.16.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

92. JOAN IS LEGALLY BLIND. SHE MAY APPLY FOR FINANCIAL ASSISTANCE THROUGH:

____ A. LEGAL AID BUREAU (LAB).

____ B. GENERAL ASSISTANCE PROGRAM (GAP).

____ C. SUPPLEMENTAL SECURITY INCOME (SSI).

____ D. AID TO FAMILIES WITH DEPENDENT CHILDREN (ADC).

OBJECTIVE CODE: PFM 7.1.5

93. YOU WOULD SUSPECT CHILD ABUSE IF:

____ A. A BABY CRIES OFTEN.

____ B. A YOUNG CHILD IS AFRAID OF THE DARK.

____ C. A YOUNG CHILD IS UNDERWEIGHT FOR HIS/HER AGE.

____ D. A YOUNG CHILD HAS BUMPS AND BRUISES ON HIS/HER BODY.

OBJECTIVE CODE: PFM 7.1.6

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

94. BETTY'S LITTLE SISTER, SUE, IS 2 YEARS OLD. SUE LIKES TO PLAY WITH BETTY'S JEWELRY. HOW SHOULD BETTY HANDLE THIS SITUATION?

____ A. YELL AT SUE AND TELL HER SHE IS A BAD GIRL.

____ B. GET SUE'S ATTENTION WITH A FAVORITE TOY AND PUT THE JEWELRY OUT OF SIGHT.

____ C. SLAP SUE'S HAND EVERY TIME SHE TOUCHES THE JEWELRY.

____ D. IGNORE SUE'S BEHAVIOR AND HOPE SHE SOON GROWS OUT OF IT.

OBJECTIVE CODE: PFM 7.2.1

95. ONE OF THE SIGNS OF ILLNESS IN AN INFANT IS:

____ A. TEETHING PAIN.

____ B. HIGH BODY TEMPERATURE.

____ C. CRYING IN THE MIDDLE OF THE NIGHT.

____ D. DIAPER RASH.

OBJECTIVE CODE: PFM 7.5.2

96. A SIGN OF HIGH BLOOD PRESSURE IS:

____ A. SINUS CONGESTION.

____ B. DIZZINESS, SHORTNESS OF BREATH.

____ C. SKIN RASH.

____ D. COUGHING AND HIGH FEVER.

OBJECTIVE CODE: PFM 8.1.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

97. ALCOHOLISM IS:

____ A. DRINKING BEER OR WINE AT DINNER WITH OTHER PEOPLE.

____ B. DRINKING SEVERAL MIXED DRINKS AT A PARTY.

____ C. DRINKING BEFORE THE AGE OF 19.

____ D. DRINKING WHICH CAUSES PROBLEMS WITH A PERSON'S JOB OR SOCIAL LIFE.

OBJECTIVE CODE: PFM 8.4.3

DIRECTIONS: A FAMILY IS BROKEN UP BECAUSE OF A DIVORCE. THE FATHER IS ORDERED TO MAKE SUPPORT PAYMENTS. BUT INSTEAD, HE LEAVES THE STATE. THE MOTHER AND FIVE CHILDREN DON'T HAVE ENOUGH MONEY TO MEET THEIR NEEDS. THE MOTHER IS CONSIDERING GOING TO WORK. MARK A (YES) FOR GOOD WAYS THAT HELP IN THE SITUATION. MARK B (NO) FOR WAYS THAT WOULD NOT HELP.

98. WAIT FOR THEIR FATHER TO COME BACK AND HELP.

____ A. YES ____ B. NO

99. TALK ABOUT THE CHANGES IN THEIR LIVES WITH FRIENDS, MOTHER, OR GRANDPARENTS.

____ A. YES ____ B. NO

STOP

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Educational
Assessment
Program

NAME _____
last first initial

SEX (circle one) M F GRADE _____

_____
SCHOOL NAME

_____
DISTRICT NAME

STUDENT ASSESSMENT BOOKLET

MICHIGAN LIFE ROLE COMPETENCIES FORM B

Special Education

Michigan State Board of Education

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D I R E C T I O N S

IN THIS TEST, YOU WILL SHOW HOW YOU ARE DOING IN SOME SKILLS IMPORTANT IN LIFE ROLE COMPETENCY. BE SURE YOU UNDERSTAND ALL THE DIRECTIONS BEFORE YOU BEGIN. YOU WILL HAVE AS MUCH TIME AS YOU NEED TO FINISH THE TESTS. IF YOU ARE NOT SURE ABOUT THE ANSWER TO A QUESTION, DO YOUR BEST.

YOU WILL BE WRITING YOUR ANSWERS IN THIS TEST BOOKLET. LOOK AT THIS SAMPLE:

SAMPLE 1: GIVE SOME REASONS WHY DRIVERS SHOULD FOLLOW THE SPEED LIMIT.

To save gas.
It is safer.
You won't get a ticket.

WRITE OR PRINT NEATLY SO THAT YOUR ANSWERS CAN BE READ. USE A PENCIL, DO NOT USE A BALLPOINT PEN. IF YOU CHANGE YOUR ANSWER, ERASE YOUR FIRST ANSWER COMPLETELY.

NOW, BEGIN THE TEST.

DIRECTIONS: Fill out the job application below.

1. APPLICATION FORM

Personal Information:

Name _____
Last First Middle

Address _____
Number Street City State Zip

Phone No. _____

Social Security # _____ Place of birth _____
City State

U.S. Citizen? _____

Physical Information:

Height _____ Weight _____ Condition of Health _____

Physical Defects, if any, that would affect your performance in this job _____

Are you a veteran? _____

Do you receive a pension? _____ Amount: _____

Education:

Circle last year completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Schools Attended	Name & Location	From Yr.	To Yr.	Did You Graduate?
High School				
Business School				
Trade School				
College				

Other Training: _____

Give list of organizations of which you are a member, other than labor unions and social groups: _____

List special licenses or certifications you hold: _____

_____

Do you have a driver's license? _____ What state?_____

Special Skills

Please check the kinds of work in which you have had experience:

___ Bookkeeping
___ Carpentry
___ Cashiering
___ Cooking
___ Correspondence Writing
___ Counter Service
___ Custodial & General Cleaning
___ Drafting
___ Electrical Repairing
___ Filing
___ Kitchen
___ Laboratory
___ Library
___ Mail
___ Office Management
___ Painting
___ Plastering
___ Plumbing
___ Proofreading
___ Purchasing
___ Stenography Speed: _____
___ Storekeeping
___ Switchboard
___ Typing Speed: _____

Work History

List below your last three employers, starting with the most recent one first;

Dates of Employment (From/To)	Name and Address of Employer	Position	Salary	Reason for Leaving

I CERTIFY that the information given on this application is correct to the best of my knowledge. I understand that any false information given may be grounds for my dismissal.

Date:_____Signature:_____

_____

DIRECTIONS: ANSWER THE FOLLOWING STATEMENT.

2. NAME AT LEAST TWO PLACES THAT HIRE THE MOST PEOPLE IN YOUR LOCAL COMMUNITY.

A. _____

B. _____

C. _____

OBJECTIVE CODE: EOS 3.4.1

DIRECTIONS: READ THE FOLLOWING SITUATION AND ANSWER THE QUESTION IN THE SPACE PROVIDED.

3. NELLIE WORKS AS A TYPIST IN A SMALL OFFICE. SHE LIKES THE JOB. SHE GETS GOOD PAY AND HOPES TO KEEP WORKING SO SHE CAN SAVE ENOUGH MONEY FOR COLLEGE. HER BOSS HAS BEEN ASKING HER TO DO PERSONAL JOBS FOR HIM. HE HAS ASKED HER TO LOOK FOR A BIRTHDAY PRESENT FOR HIS WIFE. NELLIE FEELS THAT THIS IS NOT THE RIGHT USE OF HER TIME. WHAT IS THE BEST WAY FOR NELLIE TO SOLVE HER PROBLEM?

_____

_____

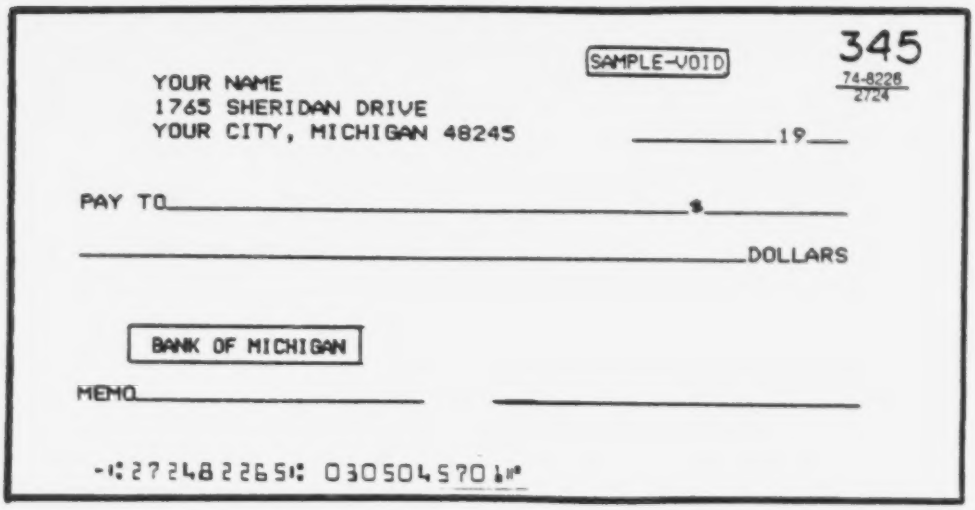
_____

_____

OBJECTIVE CODE: PFM 5.14.1

DIRECTIONS: ANSWER THE FOLLOWING STATEMENT.

4. YOU JUST BOUGHT A PAIR OF TENNIS SHOES AT BROWN'S SHOE STORE. THE SHOES COST $24.95. FILL IN THE CHECK BELOW TO PAY FOR THE SHOES.



OBJECTIVE CODE: PFM 5.10.1

DIRECTIONS: RESPOND TO THE FOLLOWING STATEMENT.

5. NAME ONE ADVANTAGE AND ONE DISADVANTAGE OF BUYING A CAR ON CREDIT.

ADVANTAGE: _____

DISADVANTAGE: _____

DIRECTIONS: RESPOND TO THE FOLLOWING STATEMENT.

6. SARA AND CARL DIXON WERE MARRIED LAST YEAR. THEY BOTH WORK AND HAVE A COMBINED (GROSS) INCOME OF $31,200 PER YEAR OR $600 PER WEEK. THEIR TAKE HOME (NET) PAY IS $500 PER WEEK. THEY LIVE IN AN APARTMENT IN LANSING FOR WHICH THE RENT IS $100 PER WEEK.

   PREPARE A WEEKLY BUDGET FOR THE DIXONS USING THE TABLE PROVIDED BELOW. INCLUDE EXPENSES FOR FOOD, TRANSPORTATION, UTILITIES, CLOTHING, LEISURE ACTIVITIES, AND SAVINGS OF 10% OF THEIR TAKE HOME PAY.

WEEKLY BUDGET

TAKE HOME PAY = $500.00

EXPENDITURES	WEEKLY AMOUNT
1. RENT	1. $100.00
2. FOOD	2. _____
3. TRANSPORTATION	3. _____
4. UTILITIES	4. _____
5. CLOTHING	5. _____
6. LEISURE ACTIVITIES	6. _____
7. SAVINGS (10%)	7. _____
TOTAL EXPENDITURES	$500.00

OBJECTIVE CODE: PFM 2.3.3

DIRECTIONS: USING THE FORM BELOW, NAME TWO ACTIVITIES YOU CAN DO. THEN NAME TWO SKILLS YOU NEED TO DO EACH ACTIVITY.

7. ACTIVITY	SKILLS
A. _____	A. _____
	B. _____
ACTIVITY	SKILLS
B. _____	A. _____
	B. _____

OBJECTIVE CODE: PFM 2.3.1 & 2.3.2

DIRECTIONS: USING THE FORM BELOW, NAME TWO OF YOUR OWN PERSONAL NEEDS. THEN NAME TWO WAYS TO MEET EACH OF THESE NEEDS.

8. NEED	WAYS TO MEET NEED
A. _____	A. _____
	B. _____
NEED	WAYS TO MEET NEED
B. _____	A. _____
	B. _____

GO ON TO THE NEXT PAGE

OBJECTIVE CODE: PFM 1.16.1

DIRECTIONS: STRESS MEANS TO FEEL UNDER PRESSURE. STRESS IS FOUND IN MANY DIFFERENT PLACES. DESCRIBE A SITUATION THAT CAN CAUSE STRESS AT:

9. SCHOOL

_____

10. HOME

_____

11. WORK

_____

OBJECTIVE CODE: CSR 6.7.1

DIRECTIONS: RESPOND TO THE FOLLOWING STATEMENTS.

12. OTHER THAN YOUR SCHOOL, NAME THREE PLACES OF LEARNING IN YOUR COMMUNITY.

A. _____

B. _____

C. _____

OBJECTIVE CODE: CSR 6.4.2

13. NAME THREE RECREATIONAL ACTIVITIES IN YOUR COMMUNITY.

A. _____

B. _____

C. _____

OBJECTIVE CODE: AHA 9.4.1

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

14. SOME FRIENDS HAVE ASKED YOU TO GO WITH THEM TO A ROCK CONCERT. THE CONCERT IS 25 MILES FROM YOUR HOME. NAME THREE THINGS YOU MUST CONSIDER IN MAKING A DECISION TO ATTEND THE CONCERT.

A. _____

B. _____

C. _____

OBJECTIVE CODE: AHA 3.5.1

15. NAME TWO THINGS A TEACHER CAN SAY OR DO THAT WILL HELP YOU THINK BETTER OF YOURSELF.

A. _____

B. _____

OBJECTIVE CODE: AHA 14.1.1

DIRECTIONS: WRITE YOUR BEST ANSWER FOR THE PROBLEM.

16. YOU HAVE A PAPER DUE TOMORROW. YOU HAVE NOT FINISHED IT. YOUR FRIEND CALLS AND INVITES YOU TO THE MOVIE. YOU KNOW YOU WILL NOT HAVE TIME TO FINISH THE PAPER. YOU GO TO THE MOVIE.

THE NEXT DAY, THE TEACHER RETURNS YOUR PAPER WITH AN "E" ON IT. WHAT WILL YOU DO TO HANDLE THIS SITUATION?

OBJECTIVE CODE: AHA 10.7.1

DIRECTIONS: WHAT ARE THE BASIC HUMAN NEEDS? ON THE FOLLOWING LIST, MARK YES FOR THOSE THAT ARE BASIC NEEDS. MARK NO IF THEY ARE NOT BASIC NEEDS.

17.

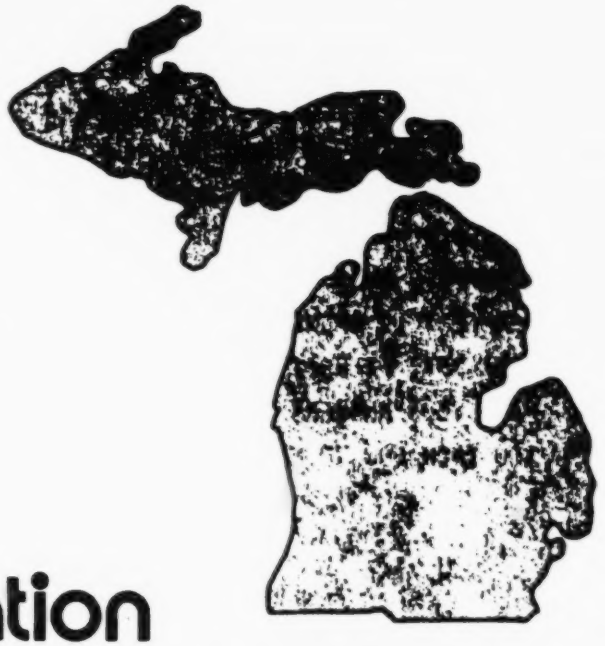
YES	NO	
___	___	LOVE
___	___	TRAVEL
___	___	SHELTER
___	___	MONEY
___	___	FOOD
___	___	SPORTS
___	___	HEALTH
___	___	CLOTHING

meap

Michigan Educational Assessment Program

ASSESSMENT ADMINISTRATION MANUAL

MICHIGAN LIFE ROLE COMPETENCIES



Special Education

Michigan State Board of Education

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MICHIGAN LIFE ROLE COMPETENCIES FOR SPECIAL EDUCATION

ASSESSMENT PACKAGE

I. General Information

A. Contents of Assessment Package

The Michigan Life Role Competencies Special Education Assessment Package contains the material needed to test a special education student on a number of life role skills, knowledges, and attitudes:

1) Michigan Life Role Competencies, Special Education Edition provides the background of this project, defines the competency areas, and lists the competencies, components and performance objectives that are relevant to the special education population.

2) Administration Manual contains directions for administering and scoring the tests, answer keys for multiple-choice items, and scoring guides for open-ended items.

3) Student Assessment Booklet, Form A contains 99 multiple-choice items for all four competency areas.

4) MEAP Special Test Answer Sheet is a general answer sheet scorable by an optical scanning process, for use with Form A.

5) Student Assessment Booklet, Form A, Large-Print Edition.

6) Student Assessment Booklet, Form B contains 17 open-ended items for all four competency areas.

7) Student Assessment Booklet, Form B, Large-Print Edition.

8) Individual Student Record, for notes while administering the tests and for recording scores.

9) Teacher Comment Sheet, for writing and submitting your reactions and ideas.

All of these materials may be reproduced in quantities as needed.

In addition, braille editions are available for loan from:

Michigan Educational Assessment Program
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

B. Students To Be Tested

The performance objectives and items that were constructed were intended to be appropriate for students from the following disability groups:

Educable Mentally Impaired
Emotionally Impaired
Hearing Impaired
Learning Disabled
Physically or Otherwise Health Impaired
Visually Impaired

However, individual items may be used with other groups as appropriate.

II. Directions For Administration

A. Description of Tests

There are two test booklets contained in this package, a multiple-choice and an open-ended. The objective code above each item or set of items gives the objective being tested by the item(s). The letters are abbreviations for:

EOS - Employability & Occupational Skills
PFM - Personal & Family Management
CSR - Civic & Social Responsibility
AHA - Aesthetic & Humanistic Appreciations

For each booklet, the method of administering the test, including how the student responds, can be individualized to meet each student's needs. (See Guidelines below.)

1. Multiple-Choice Test Booklet, Form A

Form A contains 99 multiple-choice items as follows:

Items 1-19: Employability & Occupational Skills
Items 20-38: Civic & Social Responsibilities
Items 29-44: Aesthetic & Humanistic Appreciations
Items 45-99: Personal & Family Management

The items require the student to read a question or a problem and choose a correct response from the list of possible answers. Students can either mark their answers in the test booklet, use the separate answer sheet, or give their answers orally to the test administrator.

2. Open-Ended Test Booklet, Form B

The open-ended booklet contains 17 items from all four components (EOS, PFM, CSR & AHA) and asks the student to produce the answer to a question or problem. Most answers can be given in a short sentence or phrase. Some items require a student to complete a form.

The student should be asked to write his or her answers if possible. When not possible, the test administrator may record the oral responses of the student.

B. Guidelines for Testing

1. Select the setting and the procedure most appropriate for each student.

   a) Students may be tested individually, in small groups, or with the whole class.

b) Students may be tested on the regular test booklets or on large-print or braille editions.

c) Allow students to work as independently as possible.

(1) For most accurate results, DO NOT DEFINE TERMS OR EXPLAIN CONCEPTS. Directions may be explained so that students are clear on what they are expected to do.

(2) Have students use separate answer sheets or mark/write in the test booklets if they are able to.

(3) If unable to read on their own, the test may be read aloud or signed.

(4) If unable to record own answers, have them give their responses orally to a test administrator or on tape.

2. Establish a comfortable, non-threatening atmosphere.

3. Break up the testing in optimal time periods. The Individual Student Record provides a place to record time and items completed for each test session.

4. Make sure the students understand what they are to do.(e.g. demonstrate how to mark the answers. Remind them that they should read the directions carefully.)

C. Individual Student Record

This form provides a place to record the test sessions, difficulties you noticed that the student was having and the assistance provided, and the scores of the student on each competency area as well as a total score. The reverse side gives the same for Form B.

D. Arrangements Before Testing

Arrangements for rooms and seating should be completed well in advance of administering the test. Testing should be conducted in a room with good lighting, adequate ventilation, and freedom from noise and interruptions. It should be large enough so that the students are not crowded. Seating should be arranged so that the students are not tempted to look at the answers of others. Comfortable seats with smooth, hard writing surfaces large enough to accommodate a folded test booklet and an answer sheet should be provided.

It is advisable to announce to students in advance that they will participate in the assessment. Undue emphasis on the importance of the test should be avoided so students will not become overly anxious.

Teachers should be sure students understand these tests will not affect their grades and they may not be able to answer all questions. The narrative to be read by the teacher to the students at the time of testing also includes a statement designed to encourage students to do their best on these tests.

E. Directions For Administering The Tests

The following directions include the procedures for completing the identification information required on the answer sheet as well as the directions for administering each section of the test. Passages that are printed in italics and preceded by "SAY" are instructions to the pupils and are to be read aloud or signed exactly as they are written. This is essential to ensure a standard administration of the assessment instruments. Instructions to the teacher are not italicized and are not to be read aloud. **** means to pause briefly. Read the directions in a normal voice; adjusting your pace as necessary. Adapt the instructions to an individual test situation, or if separate answer sheets are not used.

1. FORM A (MULTIPLE-CHOICE TEST BOOKLET): BEGINNING THE TESTING SESSION

NOTE: Record the time each testing period begins on the Indivdual Student Record Sheet.

SAY: *Today we are going to take the test that I told you about earlier. I am going to give each of you a booklet, an answer sheet, and a pencil. You must use the pencil that I give you so that the machine can properly score your answers. Do not open the booklet until I tell you to do so. Please do not talk until everyone has finished taking the test.*

(Distribute a Student Assessment Booklet, an Answer Sheet, and a No. 2 pencil to each student.)

SAY: *Find the box at the top left of the answer sheet. On the line marked "Name," print you last name, then your first name in the spaces at the top. Do not write anything else on this answer sheet.*

Now listen carefully, as I read some more directions to you.

You will not be graded on the results of this test. However, it is important that you do your best. Your performance on this test will tell us how well you have learned certain things. This information can help us to know what things the school can help you with.

*The questions in this booklet deal with problems found in everyday life. Be sure you understand all the directions before you begin. If you are not sure about the answer to a question, make your best choice and go on to the next one. **** Be sure to mark your answers on the answer sheet. If you change an answer, be sure to erase the first mark completely. Mark only one answer for each item. ****

NOTE: Explain to students who cannot mark their own answers that you will be marking their answers on the answer sheet.

SAY: *Look at the sample item below:*

SAMPLE: *Which of the following organs pumps blood to every part of the body?*

A. *Liver*

B. *Stomach*

C. *Heart*

D. *Lungs*

*Since the heart pumps blood to all parts of the body, you would fill the oval marked with the letter "C" because "C" is in front of heart, which is the correct answer. **** If you do not understand how to mark your answers, ask for help.*****

*Remember, only one answer should be marked for each question. If you change your answer, erase your first answer completely. Make a dark mark that fills the space. Use a pencil, do not use a ballpoint pen. Mark your answers on Side 1 of your answer sheet. **** When you're sure you know how to mark your answers, find the space for Item 1 and begin. *****

NOTE: Make sure that students mark their answers in the correct place on the answer sheet, e.g. when they complete Item 10 they should go to the top of the second column to complete Item 11.

Ending A Testing Session

About five minutes before the end of the test session, the students should stop working to allow time to collect and count the assessment booklets and answer sheets.

SAY: *It is time for us to stop working on the tests for now. We will work on them again at another time if you have not finished. We will collect the test booklets first and then the answer sheets. While we are collecting the booklets, look over your answer sheet to be sure you have marked each of your answers darkly. Also, be sure you have completely erased your mistakes. **** Please remain quietly in your seat until all materials are collected.*

NOTE: Record the time the testing period ended on the Individual Student Record Sheet.

(Collect the assessment booklets first and then collect the answer sheets. Count the booklets and answer sheets. These numbers must correspond with the number of students tested. Collect the No. 2 pencils.)

Subsequent Sessions

(Follow these instructions when beginning any subsequent test sessions.)

SAY: *We are going to continue with the test you began earlier. Please do not talk until all of you have finished. I will pass out the materials. Do not open your booklet until you are told to begin work.*

(Distribute the appropriate booklets, answer sheets, and No. 2 pencils. Be sure each student receives the answer sheet and Student Assessment Booklet with his/her name on it.)

SAY: *Check to be sure the test booklet and answer sheet I gave you have your name on them. Did each of you get your own materials? **** Mark only one answer for each question on the test. If you are not sure of an answer, make the most careful guess you can and go on to the next question. If you make a mistake or wish to change an answer, be sure to erase your first answer completely. Remember to make all of your answer marks heavy and black. Remember that although you will not be graded on the test results, it is still important to do your best. Are there any questions? *****

(Answer any questions the students may have and then instruct them to begin work.)

NOTE: Record the time the testing period begins and ends on the Individual Student Record Sheet.)

Arrangements After Testing

- Separate the answer sheets from the test booklets.
- Inspect each answer sheet to be sure that the student has written his/her name. Complete the grids by darkening the appropriate circles.
- Be sure that all response circles are filled with a dark mark.
- Inspect each answer sheet for stray marks and doodles; these must be completely erased if these are to be machine scored.

2. FORM B (OPEN-ENDED TEST BOOKLET): BEGINNING THE TESTING SESSION

SAY: *Today we are going to take the test that I told you about earlier. I am going to give each of you a booklet and a pencil. Do not open the booklet until I tell you to do so. Please do not talk until everyone has finished taking the test.*

(Distribute a Student Assessment Booklet and a pencil to each student. Hold up a copy of the booklet.)

SAY: *Find the box in the upper right corner. On the line marked "Name," print your name: Last Name first, then your First name, and your Middle Initial.*

(When students are finished, continue.)

SAY: *Now listen carefully as I read some directions to you.*

You will not be graded on the results of this test. However, it is important that you do your best. Your performance on this test will tell us how well you have learned certain things. This information can help us to know what things can help you. Do not worry if you do not know the answer to all test items. Write the answer you think is best and go on to the next item. Work as quickly as you can, but do not rush. ****

Now turn to the Directions on Page 2 of your test booklet. Read the directions silently as I read them aloud. **** *Be sure you understand all the directions before you begin. You will have as much time as you need to finish the test. If you are not sure about the answer to a question, do your best.* ****

You will be writing your answers in this test booklet. Look at this example:

EXAMPLE: *Give some reasons why drivers should follow the speed limit.*

TO SAVE GAS.

IT IS SAFER.

YOU WON'T GET A TICKET.

Write or print neatly so that your answers can be read. Use a pencil, do not use a ballpoint pen. If you change your answer, erase your first answer completely.

NOTE: Explain to students who cannot write their own answers that you will record the answers for them.

(Allow the students to work at their own pace. About five minutes before the end of the test session, the students should stop working to allow time to collect and count the booklets. Also, record the time on the Individual Student Record Sheet.)

Ending A Testing Session

About five minutes before the end of the test session, the students should stop working to allow time to collect and count the assessment booklets.

SAY: *It is time to stop working on the tests for now. We will work on them again at another time if you have not finished. We will collect the test booklets. Be sure you have completely erased your mistakes. **** Please remain quietly in your seat until all materials are collected.*

(Collect the assessment booklets and No. 2 pencils. Record the time on the Individual Student Record Sheet.)

Subsequent Sessions

(Follow these instructions when beginning any subsequent test sessions.)

SAY: *We are going to continue with the test you began earlier. Please do not talk until all of you have finished. I will now pass out the materials. Do not open your booklets until you are told to begin work.*

(Distribute the appropriate booklets and No. 2 pencils. Be sure each student receives the Student Assessment Booklet with his/her name on it.)

SAY: *Check to be sure the test booklet we gave you has your name on it. Did each of you get your own materials? **** Answer the questions as best you can in the space provided. If you make a mistake or wish to change an answer, be sure to erase your first answer completely. Remember that although you will not be graded on the test results, it is still important to do your best. Are there any questions? *****

(Answer any questions the students may have and then instruct them to begin work. Also, record the time on the Individual Student Record Sheet.)

Arrangements After Testing

- Check each test booklet to see that all the identifying information is correctly written on the cover.
- Check to see that each student has attempted each of the items and has written his/her answers legibly.
- Complete the Individual Student Record for each student, and attach it to the test booklet.
- Complete the Teacher Comment Sheet, giving your reactions and suggestions for both test booklets and the test package, and mail to the address given.

MULTIPLE-CHOICE TEST, FORM A

Answer Key

ITEM # / ANSWER	LIFE ROLE	OBJECTIVE CODE	ITEM # / ANSWER	LIFE ROLE	OBJECTIVE CODE
1. C	EOS	1.1.1	51. B		1.3.3
2. A		1.1.5	52. D		1.4.2
3. B		1.1.5	53. D		1.5.3
4. C		1.1.8	54. A		1.6.2
5. A		1.3.2	55. B		1.8.1
6. C		1.5.3	56. A		1.8.1
7. C		2.1.2	57. B		1.8.5
8. C		2.4.1	58. A		1.9.3
9. C		2.5.2	59. A		1.9.4
10. B		2.5.3	60. B		1.9.8
11. A		2.6.1	61. C		1.9.11
12. C		2.8.3	62. B		1.9.12
13. A		4.3.3	63. A		1.9.14
14. B		4.5.2	64. B		1.9.15
15. A		5.1.1	65. B		1.10.1
16. D		6.1.2	66. A		1.10.3
17. B		6.1.4	67. A		1.10.3
18. C		7.7.1	68. A		1.10.4
19. B		8.3.1	69. B		1.10.5
20. B	CSR	1.2.5	70. C		1.10.6
21. D		1.3.1	71. C		1.10.7
22. A		1.3.2	72. B		1.11.1
23. C		3.2.3	73. A		1.11.3
24. A		4.1.1	74. B		1.11.3
25. C		4.1.2	75. A		1.12.2
26. B		4.1.11	76. D		1.12.5
27. A		5.2.1	77. A		1.13.1
28. A		6.1.2	78. B		1.13.1
29. B		6.6.1	79. A		1.16.3
30. B		6.8.3	80. A		1.16.3
31. A		9.4.1	81. A		2.6.2
32. A		6.9.1&2	82. B		2.6.2
33. A		6.9.1&2	83. D		4.2.1
34. A		10.8.2	84. C		4.2.2
35. A		10.8.4	85. A		4.11.1
36. B		12.5.1	86. B		4.12.3
37. A		12.5.1	87. B		5.3.1
38. A		12.5.2	88. A		5.3.1
39. B	AHA	1.2.3	89. A		5.10.2
40. B		2.2.1	90. B		5.10.2
41. B		2.2.1	91. A		5.14.2
42. B		3.5.2	92. B		5.16.1
43. D		4.4.1	93. D		7.1.5
44. A		9.4.2	94. B		7.1.6
45. A	PFM	1.2.3	95. B		7.2.1
46. B		1.2.3	96. B		7.5.2
47. A		1.2.6	97. D		8.1.2
48. B		1.2.6	98. B		8.4.3
49. C		1.2.10	99. A		8.4.3
50. D		1.3.1			

OPEN-ENDED TEST, FORM B

SCORING GUIDE

INSTRUCTIONS: Read each of the student's responses carefully and apply the criterion that is listed for each item. In general,

A = correct response
B = partially correct response
C = incorrect response
D = no answer

For write-in responses, examples of acceptable and unacceptable responses are given. Spelling or grammar errors are not counted.

ITEM 1. A = 8-10 of the Criteria Points
B = 5-7 of the Criteria Points
C = Less than 5 of the Criteria Points
D = No answer

CRITERIA POINTS:

1. Name
2. Address
3. Phone Number
4. U.S. Citizen
5. Physical Information: Height, Weight, Condition of Health
6. Education--year completed
7. Schools Attended
8. Work History
9. Date
10. Signature

ITEM 2. A = Two or Three Acceptable Responses
B = One Acceptable Response
C = No Acceptable Response
D = No Answer

SAMPLE RESPONSES:

Acceptable: K-Mart, Meijer, GM, Ford, College, City, or specific employer

Unacceptable: Small business that is known not to be a principle employer in a community (i.e., Joe's Gas Station)

ITEM 3. A = An acceptable response with elaboration--basically a solution that involves communicating with the boss.

B = An acceptable response with elaboration (e.g. I don't want to do it, say no).

C = An Unacceptable Response.

D = No Answer

SAMPLE RESPONSES:

Acceptable: Talk to the boss about her feelings, explain reason for action, use tact.

Unacceptable: Quit, call the police, call his wife, do it because it is part of the job.

ITEM 4. A = All Five Criteria Points Filled.

B = "Pay to", Amount ($24.95), and Signature are correct.

C = "Pay to", Amount, or Signature is incorrect or missing.

D = No Answer

CRITERIA FOR SCORING:

1. Signature
2. Amount in numbers (24.95)
3. Amount in words (spelling does not count)
4. Payment to
5. Date

ITEM 5. A = One Acceptable Advantage and One Acceptable Disadvantage.

B = One Acceptable Advantage or One Acceptable Disadvantage.

C = No Acceptable Response Given.

D = No Answer

SAMPLE RESPONSES:

Advantage: Have it right away, less immediate cash needed.

Disadvantage: It costs more (interest), obligated to make payments for long time, may require more expensive insurance, car is not really yours until all paid for.

ITEM 6. A = All Four Criteria Points Completed.

B = Two or Three Criteria Points Completed.

C = No Criteria Points Completed Correctly.

D = No Answer

CRITERIA POINTS:

1. Savings is $50.00
2. Food is largest or equal to largest item
3. No item is zero or blank
4. Total adds up to $500.00

Item 7. A = At Least one activity identified with two acceptable skills named for that activity.

B = One or Two activities identified with one or no acceptable skills.

C = Less than "B" or incorrect response (e.g., skill does not match activity).

D = No Answer

EXAMPLES:

Acceptable: Activity: Basketball, Skills: Be Fast
Good Coordination

Unacceptable: Activity: Basketball, Skills: Be Tall
Be Popular

ITEM 8. A = Two needs identified with at least one acceptable way to meet each need identified.

B = One or two needs identified with one acceptable way to meet one of the needs.

C = Less than "B" or incorrect response (e.g., ways to meet the needs are not related to the need identified).

D = No Answer

EXAMPLES:

Acceptable: Need: Do well in School
Ways to Meet Need: Study hard, Pay attention in Class.

Unacceptable: Need: Do well in Sthool
Ways to Meet Need: Watch TV, Buy a Book

ITEMS 9, 10&11. A = One correct source of stress in a sentence or phrase.

B = One correct source of stress not in sentence or phrase (use one word or no elaboration, i.e., dad, teacher, kids).

C = Incorrect source of stress is given (i.e. too much sleep, makes me feel good).

D = No Answer

SAMPLE RESONSES (Sources of Stress):

School: Peer pressure, getting things done on time, when kids are making fun of you, when a teacher yells at you, drugs, fights, taking a test, homework, pushing in the halls, when something happens to friends, school policy, being sent to the office, doing the best you can, not getting along with a teacher, when homework is due, sports, meeting someone for the first time.

Home: Rules at home, family problems, competition, responsibilities, chores, taking care of younger children, hard times at home, fighting with parents, when kids want to get their own way, step-parents, parents, brothers, sisters, housework.

Work: Asking for a raise, doing your work, getting hurt, being fired, constant supervision, salary, co-workers, getting behind in your work, work facilities, noise, heavy workload, finishing the task, time schedule, working too fast, be at work on time, unable to complete the task or do quality work, breakdown of machines, lazy co-workers, no advancement, long hours, work environment, customer complaints, meeting deadlines, making mistakes.

NOTE: If student repeats the same source for Items 9, 10, & 11, credit is given for one item only.

ITEM 12. A = Three Correct Responses

B = One or Two Correct Responses

C = No Correct Response

D = No Answer

SAMPLE RESPONSES:

Acceptable: Library, TV, Vocational Center, College or University, Museum, 4-H, FFA

Unacceptable: Bar, restaurant, commercial movie, theater, shopping centers, name of a place but no elaboration e.g., Cobo Hall, my teacher, social service department

ITEM 13. A = Three Correct Responses

B = One or Two Correct Responses

C = No Correct Response

D = No Answer

SAMPLE RESPONSES:

Acceptable: Bowling, Sport Events, Plays, Movies

Unacceptable: Smoking, School (if no specification of recreational activity), post office, drug store

ITEM 14. A = Three Acceptable Responses

B = One or Two Acceptable Response

C = No Acceptable Response

D = No Answer

SAMPLE RESPONSES:

Acceptable: How much money I need, how will I get there, how will I come back, when is the concert, can I get a ticket.

Unacceptable: I do not have a record, I cannot drive, I will ask the teacher, I can walk.

ITEM 15. A = Two Acceptable Responses

B = One Acceptable Response

C = No Acceptable Response

D = No Answer

SAMPLE RESPONSES:

Acceptable: Tell me I am doing well, tell me I am dressed neatly, I write well. Tell the class when I did well, listen to me, write a note to my parents about my good work.

Unacceptable: Leave me alone, don't make me take an exam, don't ask me any questions, too much hassle, tell me I'm just like my brother or sister, tell me I can't do things well.

ITEM 16. A = Acceptable Response: Basically to Tell the Truth and make Amends.

B = Acceptable Response that deals only with accepting the grade and doing nothing about it.

C = Unacceptable Response

D = No Answer

SAMPLE RESPONSES:

Acceptable: Be truthful and ask for a second chance.

Unacceptable: Tell the teacher I was sick or, in general, fabricate a story.

ITEM 17. A = Yes for love, shelter, food and at least three correct No Responses.

B = Two Correct Yes Responses and Two or more Correct No Responses.

C = One or no correct basic human needs (Yes Responses) Identified.

D = No Answer

CRITERIA:

Basic Human Needs: Love, Shelter, Food

Acceptable as Yes or No: Health, Clothing

Correct No Responses: Travel, Money, Sports

MICHIGAN LIFE ROLE COMPETENCIES - SPECIAL EDUCATION TESTS

Teacher Comment Sheet

1. Was this assessment package helpful to you in your work with special education students?

   a) In what way was it helpful?

   b) In what way was it <u>not</u> helpful?

2. Were the items appropriate for the students tested? (In terms of content, vocabulary, clarity, etc.) List items that are questionable and specify how they might be changed.

3. What would you recommend to improve the test instruments or testing procedures for use with special education students?

4. Other Comments or Suggestions:

Teacher: _____

(Fold & mail to address on back.) School: _____

MLRC-SPECIAL EDUCATION PROJECT
Michigan Educational Assessment Program
P.O. Box 30008
Lansing, MI 48909

meap

Michigan Educational Assessment Program

STUDENT ASSESSMENT BOOKLET

MICHIGAN LIFE ROLE COMPETENCIES FORM A

Special Education

Michigan State Board of Education

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D I R E C T I O N S

THE QUESTIONS IN THIS BOOKLET DEAL WITH PROBLEMS FOUND IN EVERYDAY LIFE. BE SURE YOU UNDERSTAND ALL THE DIRECTIONS BEFORE YOU BEGIN. YOU WILL HAVE AS MUCH TIME AS YOU NEED TO FINISH THE TEST. IF YOU ARE NOT SURE ABOUT THE ANSWER TO A QUESTION, MAKE YOUR BEST CHOICE AND GO ON TO THE NEXT ONE. BE SURE TO MARK YOUR ANSWERS ON THE ANSWER SHEET. IF YOU CHANGE AN ANSWER, BE SURE TO ERASE THE FIRST MARK COMPLETELY. MARK ONLY ONE ANSWER FOR EACH ITEM.

LOOK AT THE SAMPLE ITEM BELOW:

SAMPLE: WHICH OF THE FOLLOWING ORGANS PUMPS BLOOD TO EVERY PART OF THE BODY?

____ A. LIVER
____ B. STOMACH
____ C. HEART
____ D. LUNGS

SINCE THE HEART PUMPS BLOOD TO ALL PARTS OF THE BODY, YOU WOULD FILL THE OVAL MARKED WITH THE LETTER "C" BECAUSE "C" IS IN FRONT OF HEART, WHICH IS THE CORRECT ANSWER.

IF YOU DO NOT UNDERSTAND HOW TO MARK YOUR ANSWERS, ASK FOR HELP. REMEMBER, ONLY ONE ANSWER SHOULD BE MARKED FOR EACH QUESTION. IF YOU CHANGE YOUR ANSWER, ERASE YOUR FIRST ANSWER COMPLETELY. MAKE A DARK MARK THAT FILLS THE SPACE. USE A PENCIL, DO NOT USE A BALLPOINT PEN. MARK YOUR ANSWERS ON SIDE 1 OF YOUR ANSWER SHEET. WHEN YOU'RE SURE YOU KNOW HOW TO MARK YOUR ANSWERS, FIND THE SPACE FOR ITEM 1 AND BEGIN.

OBJECTIVE CODE: EOS 1.1.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

1. EMPLOYEES GET A BASIC SALARY FOR THEIR WORK. WHAT WORD IS USED FOR EXTRAS SUCH AS PENSIONS, HEALTH PLANS, AND PAID HOLIDAYS?

___ A. COMMISSIONS

___ B. COMPENSATION

___ C. FRINGE BENEFITS

___ D. SOCIAL SECURITY

OBJECTIVE CODE: EOS 1.1.5

DIRECTIONS: READ THE ADVERTISEMENT BELOW AND THEN DECIDE WHICH QUALIFICATIONS ARE NECESSARY FOR THE JOB DESCRIBED.

> COOK--FULL TIME, DAYS. EXPERIENCE NECESSARY. ALL COMPANY BENEFITS. APPLY IN PERSON. PANCAKE SHOP, MASON BOULEVARD.

2. APPLICANT WILL NEED COOKING SKILLS.

___ A. YES

___ B. NO

3. APPLICANT WILL NEED TO WORK DAYS AND NIGHTS.

___ A. YES

___ B. NO

DIRECTIONS: READ THE FOLLOWING HELP-WANTED AD AND THEN SELECT THE BEST ANSWER.

MECHANIC: NEW CAR PREP. DEPT. MUST HAVE GM DEALERSHIP EXPERIENCE. MUST BE STATE CERTIFIED AND LICENSED. NO OTHERS NEED APPLY. CALL 741-3500, ASK FOR DAVE IN SERVICE DEPT. WILLIAMS PONTIAC GMC, 2531 ELM ST., TROY, MICHIGAN, 48084

4. IN THIS JOB, A PERSON WOULD BE

___ A. ORDERING CAR PARTS.

___ B. SELLING CARS.

___ C. FIXING CARS.

___ D. SUPERVISING OTHER WORKERS.

OBJECTIVE CODE: EOS 1.3.2

DIRECTIONS: YOU WORK IN A RESTAURANT. LISTEN TO THE DIRECTIONS GIVEN BY YOUR BOSS. MARK THE BEST ANSWER FOR THE QUESTION.

"AFTER YOU PUNCH YOUR TIME CARD, FILL THE SALAD TABLE WITH ICE. THEN GO HELP JOE WASH POTS AND PANS. WHEN THAT JOB IS FINISHED, SET THE TABLES IN THE MIDDLE SECTION."

5. WHAT SHOULD YOU DO FIRST?

____ A. PUNCH YOUR TIME CARD

____ B. SET THE TABLES IN THE MIDDLE SECTION

____ C. PUT ICE ON THE SALAD TABLE

____ D. HELP JOE WASH DISHES

OBJECTIVE CODE: EOS 1.5.3

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

6. AL LIKES WORKING WITH MACHINES AND IS A GOOD MECHANIC. WHERE CAN HE FIND A JOB AS A MECHANIC?

____ A. COAL MINE

____ B. CONSTRUCTION COMPANY

____ C. CAR DEALERSHIP

____ D. PARKS AND RECREATION DEPARTMENT

OBJECTIVE CODE: EOS 2.1.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

7. EVE HAS TO MAKE A CHOICE BETWEEN JOB A AND JOB B. IN JOB A, EVE WOULD MAKE $6500 THE FIRST YEAR. SHE WOULD MAKE $635 MORE THE NEXT YEAR. IN JOB B, SHE WOULD MAKE $6200 THE FIRST YEAR. SHE WOULD MAKE $1,000 MORE THE NEXT YEAR. HOW MUCH MORE WOULD EVE MAKE IN THE SECOND YEAR IF SHE TOOK JOB B?

____ A. $25

____ B. $35

____ C. $65

____ D. $75

OBJECTIVE CODE: EOS 2.4.1

DIRECTIONS: THE TABLE BELOW SHOWS HOW MARY USES HER TAKE HOME PAY.

ITEM	PERCENT
RENT	25
UTILITIES	5
FOOD	20
MEDICAL	5
CLOTHES	10
TRANSPORTATION	15
RECREATION	10
SAVINGS	10
TOTAL	100%

8. MARY'S TAKE HOME PAY IS $500 PER MONTH. HOW MUCH DOES SHE PUT INTO HER SAVINGS EACH MONTH?

____ A. $500

____ B. $100

____ C. $50

____ D. $10

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

9. STEVE WAS PAID $4.00 AN HOUR. FOR THE FIRST 2 DAYS HE WORKED 5 HOURS EACH DAY, AND FOR THE OTHER 3 DAYS HE WORKED 6 HOURS EACH DAY. HIS GROSS PAY WAS

____ A. $50.00

____ B. $69.00

____ C. $112.00

____ D. $400.00

OBJECTIVE CODE: EOS 2.5.3

10. THIS IS SALLY LEE'S CHECK STUB. WHAT IS THE AMOUNT OF HER NET PAY?

NAME	Sally Lee		
PAY PERIOD: FROM 2/10		TO 2/14	
REGULAR	40 hours		220.00
OVERTIME	4 hours		33.00
TOTAL EARNINGS			253.00
FED. TAX		30.35	
STATE TAX		10.25	
FICA		16.95	
TOTAL DEDUCTIONS		57.55	
NET PAY			

____ A. $137.90

____ B. $195.45

____ C. $253.00

____ D. $310.55

DIRECTIONS: JOYCE NEWTON'S PAYROLL STUB IS SHOWN HERE. USE IT TO ANSWER THE QUESTION BELOW.

JOYCE NEWTON

SOCIAL SECURITY NO.	PERIOD ENDING: 12-30-77	PAY DATE: 01/10/84
022-32-4798		

	TOTAL GROSS	250.73
	TOTAL DEDUCTIONS	89.88
	NET PAY	160.85

	MEDICAL	FED. WITHHOLDING	MICH. WITHHOLDING	DETROIT WITHHOLDING	F.I.C.A.
CURRENT DEDUCTIONS	PAID	45.36	12.79	3.24	15.04
	UNION DUES		CREDIT UNION		
	3.45		10.00		
YEAR TO DATE	F.I.C.A. GROSS				

11. JOYCE NEWTON'S PAYROLL STUB SHOWS A DEDUCTION OF $15.04 FOR F. I. C. A. THIS DEDUCTION IS A PAYMENT FOR WHICH OF THE FOLLOWING?

____ A. SOCIAL SECURITY TAX

____ B. FEDERAL INCOME TAX

____ C. HEALTH INSURANCE PREMIUM

____ D. CREDIT UNION DUES

OBJECTIVE CODE: EOS 2.8.3

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

12. STEVE'S LUNCH BILL IN THE CAFETERIA AT WORK WAS $2.89. HE GAVE THE CASHIER A $5.00 BILL. HOW MUCH SHOULD STEVE GET BACK?

____ A. $3.11

____ B. $3.25

____ C. $2.11

____ D. $1.00

OBJECTIVE CODE: EOS 4.3.3

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

13. MICHIGAN REHABILITATION SERVICES HELPS

____ A. PERSONS WHO HAVE A HANDICAP WHICH MAKES IT HARD TO GET A JOB.

____ B. ONLY PEOPLE WHO HAVE WORKED AT JOBS SOMETIME IN THE PAST.

____ C. ONLY ONE PERSON FROM A FAMILY.

____ D. PEOPLE WHO ARE WILLING TO PAY MONEY FOR THE SERVICES.

OBJECTIVE CODE: EOS 4.5.2

DIRECTIONS: READ THE FOLLOWING QUESTION AND CHOOSE THE BEST ANSWER.

PETE WORKS AT A FACTORY. PETE THINKS THAT AN ELECTRIC SAW IS NOT SAFE. PETE TELLS HIS BOSS THAT THE SAW IS NOT SAFE.

14. THE BOSS SHOULD:

____ A. LET A MORE EXPERIENCED WORKER USE THE SAW.

____ B. CHECK THE SAW TO SEE IF PETE IS RIGHT.

____ C. FIX THE SAW HIMSELF.

____ D. TELL PETE NOT TO WORRY.

OBJECTIVE CODE: EOS 5.1.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

15. WHICH OF THE FOLLOWING IS THE MOST IMPORTANT SKILL THAT A BANK TELLER HAS TO HAVE?

____ A. ABILITY TO WORK WITH NUMBERS

____ B. ABILITY TO WORK WITH MACHINES

____ C. CREATIVITY

____ D. TYPING SKILLS

OBJECTIVE CODE: EOS 6.1.2

DIRECTIONS: AFTER HIGH SCHOOL, WHAT IS THE BEST WAY TO TRAIN FOR THE FOLLOWING JOB?

16. AUTOMOBILE MECHANIC

____ A. COLLEGE OR UNIVERSITY

____ B. OBSERVING OTHERS ON THE JOB

____ C. HOME STUDY COURSE

____ D. TRADE SCHOOL

OBJECTIVE CODE: EOS 6.1.4

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

17. TIM IS A HIGH SCHOOL JUNIOR. HE IS THINKING ABOUT BECOMING A LICENSED PRACTICAL NURSE. WHAT SHOULD HE DO TO LEARN ABOUT THIS JOB?

____ A. ATTEND NURSING SCHOOL

____ B. TALK TO A NURSE OR SCHOOL COUNSELOR

____ C. PASS STATE LICENSING EXAMINATION

____ D. TAKE NEEDED COURSES IN HIGH SCHOOL

OBJECTIVE CODE: EOS 7.7.1

DIRECTIONS: THERE ARE GOOD POINTS, OTHER THAN MONEY, RELATED TO JOBS. DECIDE WHICH IS A GOOD POINT OF THE JOB LISTED BELOW.

18. FACTORY WORKER

____ A. STATUS

____ B. POWER AND CONTROL OVER OTHERS

____ C. FRINGE BENEFITS

____ D. CONTROL OVER OWN TIME

OBJECTIVE CODE: EOS 8.3.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

19. PAUL JUST GRADUATED FROM HIGH SCHOOL. WHILE IN SCHOOL, HE TOOK TWO YEARS OF TYPING. HE WOULD BE MOST LIKELY TO GET A JOB AS A:

____ A. LAW CLERK.

____ B. CLERK TYPIST.

____ C. RECEPTIONIST.

____ D. TYPEWRITER REPAIR PERSON.

OBJECTIVE CODE: CSR 1.2.5

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

20. WHERE WOULD YOU GO TO APPLY FOR A MARRIAGE LICENSE?

____ A. COUNTY HEALTH DEPARTMENT

____ B. COUNTY CLERK

____ C. SECRETARY OF STATE

____ D. SOCIAL SECURITY ADMINISTRATION

OBJECTIVE CODE: CSR 1.3.1

DIRECTIONS: PICK THE LETTER THAT DESCRIBES EACH OF THE FOLLOWING AGENCIES.

21. BETTER BUSINESS BUREAU

____ A. HOSPITAL INSURANCE

____ B. VOLUNTEER POLITICAL GROUP

____ C. JOB OPENINGS

____ D. CONSUMER INFORMATION

OBJECTIVE CODE: CSR 1.3.2

22. MICHIGAN EMPLOYMENT SECURITY COMMISSION

____ A. JOB OPPORTUNITIES

____ B. CONSUMER INFORMATION

____ C. SENIOR CITIZEN APARTMENTS

____ D. LAW ENFORCEMENT

OBJECTIVE CODE: CSR 3.2.3

DIRECTIONS: NEW AND BETTER MACHINES HAVE CHANGED HOW PEOPLE LIVE. READ THE FOLLOWING STATEMENT. MARK THE BEST ANSWER.

23. ROBOTS ARE BEING USED IN INDUSTRY. THEY HAVE CHANGED INDUSTRY AND JOBS BY:

____ A. RAISING THE COST OF PRODUCTS.

____ B. MORE WORKERS BEING HIRED.

____ C. DOING JOBS THAT PEOPLE USUALLY DO.

____ D. MAKING WORK MORE SIMPLE FOR FACTORY WORKERS.

OBJECTIVE CODE: CSR 4.1.1

DIRECTIONS: SOMETIMES PEOPLE ARE TREATED UNFAIRLY. IF THIS IS BECAUSE OF THEIR LOOKS OR THEIR CHURCH, IT IS CALLED PREJUDICE. IN THE ITEM BELOW, DECIDE WHICH TYPE OF PREJUDICE IS BEING USED.

24. A WOMAN IS NOT HIRED FOR A JOB THAT SHE CAN DO WELL. IF A MAN IS HIRED INSTEAD, IT MIGHT BE:

____ A. SEXUAL PREJUDICE.

____ B. RACIAL PREJUDICE.

____ C. AGE PREJUDICE.

____ D. RELIGIOUS PREJUDICE.

OBJECTIVE CODE: CSR 4.1.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

25. MARIE WAS FIRED FROM HER JOB AS A TELEPHONE OPERATOR BECAUSE OF HER ACCENT. THIS IS AN EXAMPLE OF

____ A. SEX BIAS.

____ B. AGE BIAS.

____ C. CULTURAL BIAS.

____ D. PHYSICAL BIAS.

OBJECTIVE CODE: CSR 4.1.11

26. A PERSON IN A WHEELCHAIR WHO IS NOT GIVEN ACCESS TO AN ELEVATOR OR RAMP IS THE OBJECT OF

____ A. RACE BIAS.

____ B. PHYSICAL BIAS.

____ C. AGE BIAS.

____ D. RELIGIOUS BIAS.

OBJECTIVE CODE: CSR 5.2.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

27. SPECIAL EDUCATION LAWS HAVE GIVEN HANDICAPPED STUDENTS MANY EDUCATIONAL RIGHTS. HOWEVER, THE SPECIAL EDUCATION LAWS DO NOT GIVE STUDENTS THE RIGHT TO:

____ A. A FREE COLLEGE EDUCATION.

____ B. A FREE PUBLIC EDUCATION FROM BIRTH UNTIL THEY GRADUATE OR REACH THE AGE OF 25.

____ C. FREE TRANSPORTATION TO AND FROM SCHOOL IF THEY COULD NOT COME OTHERWISE.

____ D. THE SAME SERVICES AND SUPPLIES AS REGULAR EDUCATION STUDENTS.

OBJECTIVE CODE: CSR 6.1.2

28. WHICH OF THE FOLLOWING WOULD YOU CALL OR WRITE TO IF YOU HAD A QUESTION ABOUT YOUR ELECTRICITY BILL?

____ A. POWER COMPANY

____ B. TELEPHONE COMPANY

____ C. CONSUMER CREDIT COMPANY

____ D. MICHIGAN LIFE COMPANY

OBJECTIVE CODE: CSR 6.6.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

29. WHICH OF THE FOLLOWING PLACES GIVES SHOTS SO YOU WON'T CATCH A DISEASE?

____ A. SUBSTANCE ABUSE CLINIC

____ B. COUNTY HEALTH DEPARTMENT

____ C. PLANNED PARENTHOOD CLINIC

____ D. DEPARTMENT OF SOCIAL SERVICES

OBJECTIVE CODE: CSR 6.8.3

30. TOM PAID A HOUSE REPAIRMAN $300 TO REPAIR HIS ROOF. WHEN THE JOB WAS FINISHED, THE ROOF WAS STILL LEAKING AND THE REPAIRMAN REFUSED TO FIX IT. WHICH AGENCY CAN HELP TOM TO GET HIS MONEY BACK?

____ A. DEPARTMENT OF LABOR

____ B. SMALL CLAIMS COURT

____ C. ATTORNEY GENERAL

____ D. BETTER BUSINESS BUREAU

OBJECTIVE CODE: CSR 9.4.1

DIRECTIONS: ANSWER THE FOLLOWING ITEM.

31. IN ORDER TO BE ABLE TO VOTE, VOTERS MUST

____ A. BE CITIZENS OF THE UNITED STATES.

____ B. REGISTER EACH TIME THEY VOTE.

____ C. OWN PROPERTY IN THE COMMUNITY IN WHICH THEY VOTE.

____ D. HAVE KNOWLEDGE ABOUT THE CANDIDATES RUNNING FOR OFFICE.

OBJECTIVE CODE: CSR 6.9.1 & 6.9.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

32. CAN A COMMUNITY CRISIS CENTER HELP A PERSON WITH A DRUG OR ALCOHOL ABUSE PROBLEM?

____ A. YES ____ B. NO

33. DOES THE AMERICAN CANCER SOCIETY PROVIDE INFORMATION ON THE DANGERS OF SMOKING?

____ A. YES ____ B. NO

OBJECTIVE CODE: CSR 10.8.2

34. DO ALL HANDICAPPED STUDENTS HAVE A RIGHT TO TAKE THE COURSES THEY NEED?

____ A. YES ____ B. NO

OBJECTIVE CODE: CSR 10.8.4

35. DOES A HANDICAPPED STUDENT HAVE THE RIGHT TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES?

____ A. YES ____ B. NO

OBJECTIVE CODE: 12.5.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

36. DO AFFIRMATIVE ACTION PROGRAMS REQUIRE THAT A MINORITY PERSON BE HIRED REGARDLESS OF ABILITY TO PERFORM THE JOB?

____ A. YES ____ B. NO

37. DOES AFFIRMATIVE ACTION REQUIRE THAT WOMEN BE GIVEN OPPORTUNITIES TO TAKE PART IN SPORTS?

____ A. YES ____ B. NO

OBJECTIVE CODE: CSR 12.5.2

38. A HANDICAPPED STUDENT HAS THE RIGHT TO

____ A. A FREE AND APPROPRIATE PUBLIC EDUCATION.

____ B. GUARANTEED EMPLOYMENT.

____ C. A FREE COLLEGE EDUCATION.

____ D. FREE TRANSPORTATION ANYWHERE.

OBJECTIVE CODE: AHA 1.2.3

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

39. BILL BELIEVES IN TELLING THE TRUTH. HE SAW HIS FRIEND, JOE, STEAL SOME MONEY FROM THE TEACHER. THE TEACHER ASKED THE CLASS IF THEY HAD SEEM SOMEONE TAKE THE MONEY. WHICH OF THE FOLLOWING WILL PROBABLY HAPPEN?

____ A. BILL WILL QUICKLY FORGET WHAT HAPPENED.

____ B. BILL WILL TELL THE TEACHER ABOUT JOE.

____ C. BILL WILL BLAME ANOTHER STUDENT.

____ D. BILL WILL HELP JOE SPEND THE MONEY.

OBJECTIVE CODE: AHA 2.2.1

DIRECTIONS: MR SMITH IS A SUPERVISOR IN A DRUG STORE. HE SAYS "ALL TEENAGERS ARE NOT RESPONSIBLE." ANSWER THE FOLLOWING ITEMS BY MARKING A (YES) OR B (NO).

40. JOHN IS A TEENAGER. KNOWING MR SMITH'S FEELINGS TOWARD TEENAGERS, IS JOHN LIKELY TO APPLY FOR A JOB AT THE DRUG STORE?

____ A. YES ____ B. NO

41. MR. SMITH MAKES DECISIONS ABOUT TEENAGERS BASED ON FACTS RATHER THAN FEELINGS.

____ A. YES ____ B. NO

OBJECTIVE CODE: AHA 3.5.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

42. SHERRY'S LITTLE BROTHER, HOWARD, HAS NEVER THOUGHT MUCH OF HIMSELF, AND HE SPENDS TOO MUCH OF HIS TIME ALONE. SHERRY CAN HELP HOWARD THINK BETTER OF HIMSELF AND BECOME MORE CONFIDENT IF SHE:

____ A. ACCEPTS HOWARD'S SHYNESS AND DOESN'T DO ANYTHING.

____ B. PRAISES HOWARD AND POINTS OUT SOME THINGS HE CAN DO WELL.

____ C. MAKES FUN OF HOWARD IN FRONT OF OTHERS TO MAKE HIM LESS SHY.

____ D. WARNS HOWARD THAT HE WILL BE A FAILURE IF HE DOES NOT CHANGE.

OBJECTIVE CODE: AHA 4.4.1

DIRECTIONS: FOR THE ITEM BELOW, PICK THE RESPONSE THAT BEST DESCRIBES HOW ATTITUDES AFFECT OUR BEHAVIOR TOWARD OTHERS.

43. IF I AM AFRAID OF SOMEONE, THEN WHEN I AM WITH THAT PERSON, I AM MOST LIKELY TO BE:

____ A. RELAXED.

____ B. BORED.

____ C. RUDE.

____ D. CAREFUL.

OBJECTIVE CODE: AHA 9.4.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

44. MARGE HAS LITTLE MONEY AND A LOT OF FREE TIME. SHE LIKES WORKING WITH HER HANDS AND SPENDING TIME ALONE. WHICH OF THE FOLLOWING LEISURE-TIME ACTIVITIES COULD SHE ENJOY AT HOME?

____ A. DRAWING PICTURES

____ B. HAVING A PARTY

____ C. PLAYING VIDEO GAMES

____ D. WATCHING TELEVISION

OBJECTIVE CODE: PFM 1.2.3

DIRECTIONS: USE THE INFORMATION ON THE LABEL TO DECIDE IF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE.

A PAIN-KILLER HAS THE FOLLOWING DIRECTIONS ON THE LABEL:

> "DOSAGE: ADULTS 2 TABLETS EVERY 4 HOURS AS NEEDED. DO NOT EXCEED 8 TABLETS IN 24 HOURS, UNLESS DIRECTED BY A PHYSICIAN.
>
> FOR CHILDREN 6-12 YEARS, ONE-HALF ADULT DOSE."

45. CAN A TEENAGER TAKE 2 TABLETS AT 8 A.M. AND 2 MORE TABLETS AT 2 P.M. FOR A HEADACHE?

____ A. YES ____ B. NO

46. CAN A 10-YEAR-OLD CHILD SAFELY BE GIVEN 2 TABLETS EVERY FOUR HOURS?

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.2.6

DIRECTIONS: IMMUNIZATION IS CURRENTLY AVAILABLE FOR SOME DISEASES. FOR THE ITEMS BELOW, MARK WHETHER OR NOT THESE DISEASES HAVE AN IMMUNIZATION.

47. DIPTHERIA

____ A. YES ____ B. NO

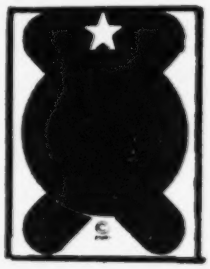
48. TUBERCULOSIS

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.2.10

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

49. WHAT DOES THIS SIGN MEAN?



____ A. POLICE

____ B. CAUTION

____ C. POISON

____ D. DISEASE

OBJECTIVE CODE: PFM 1.3.1

50. JOHN NEEDS A PRESCRIPTION FOR GLASSES. WITH WHICH PERSON SHOULD BE MAKE AN APPOINTMENT?

____ A. PEDIATRICIAN

____ B. OPTICIAN

____ C. PHARMACIST

____ D. OPTOMETRIST

OBJECTIVE CODE: PFM 1.3.3

51. SUE AND HER HUSBAND, TOM, HAVE DECIDED TO GET A DIVORCE. WHOM SHOULD THEY CONSULT TO FIND OUT HOW TO GET A DIVORCE?

____ A. MINISTER

____ B. LAWYER

____ C. SOCIAL WORKER

____ D. EMPLOYER

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

52. MR. HOWARD'S CHILD HAS SWALLOWED SOME POISON. HE SHOULD FIRST CALL:

____ A. THE MANUFACTURER OF THE POISON.

____ B. A PHARMACIST.

____ C. THE STORE WHERE HE BOUGHT THE POISON.

____ D. A PHYSICIAN.

OBJECTIVE CODE: PFM 1.5.3

53. GENITAL SORES THAT HEAL SLOWLY MIGHT BE A SIGN OF:

____ A. KIDNEY INFECTION.

____ B. PREGNANCY.

____ C. SCARLET FEVER.

____ D. HERPES.

OBJECTIVE CODE: PFM 1.6.2

54. YOUR DOCTOR SAYS TO STAY ON A SODIUM FREE DIET. THIS MEANS YOU SHOULD NOT HAVE:

____ A. SALT.

____ B. SUGAR.

____ C. CORN SYRUP.

____ D. FOOD COLORINGS.

OBJECTIVE CODE: PFM 1.8.1

DIRECTIONS: READ THE STATEMENTS. DECIDE IF THEY ARE SAFE OR UNSAFE PRACTICES.

55. KEEPING GASOLINE IN PLASTIC CONTAINERS.

____ A. SAFE ____ B. NOT SAFE

56. A PAN OF GREASE CATCHES FIRE. PUT A LID ON THE PAN.

____ A. SAFE ____ B. NOT SAFE

OBJECTIVE CODE: PFM 1.8.5

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

57. A CHILD SWALLOWS BLEACH. THE BEST THING TO DO IS:

____ A. GIVE THE CHILD A GLASS OF WATER.

____ B. RUSH THE CHILD TO THE HOSPITAL (EMERGENCY).

____ C. GIVE THE CHILD BAKING SODA TO MAKE THE CHILD THROW UP.

____ D. GIVE THE CHILD TWO ASPIRINS AND CALL THE DOCTOR.

OBJECTIVE CODE: PFM 1.9.3

58. HOW MANY SPERM CELLS DOES IT TAKE TO FERTILIZE ONE EGG CELL?

____ A. ONE ____ C. TWENTY

____ B. FOUR ____ D. FIFTY

OBJECTIVE CODE: PFM 1.9.4

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

59. ALL OF THE FOLLOWING ARE USUALLY SIGNS OF PREGNANCY EXCEPT ONE. MARK THE ONE THAT IS NOT.

____ A. WEIGHT GOES DOWN.

____ B. BREASTS HURT

____ C. MONTHLY PERIOD STOPS

____ D. GO TO THE BATHROOM MORE OFTEN

OBJECTIVE CODE: PFM 1.9.8

60. THESE ARE ALL PROBLEMS THAT PREGNANT WOMEN MAY HAVE AT SOME TIME. WHICH PROBLEM MUST HAVE A DOCTOR'S IMMEDIATE ATTENTION?

____ A. SWELLING IN LEGS OR ANKLES

____ B. BLEEDING

____ C. SEVERE MORNING SICKNESS

____ D. MILD DIZZINESS IN THE FIRST 3 MONTHS

OBJECTIVE CODE: PFM 1.9.11

DIRECTIONS: USE THE CHART BELOW TO ANSWER THE FOLLOWING QUESTIONS.

NEWBORN = BIRTH TO 28 DAYS
INFANT = 29 DAYS TO 18 MONTHS

61. WHICH OF THE FOLLOWING DOES NOT SHOW LOVE FOR THE NEWBORN BABY?

____ A. PLAYING WITH THE BABY.

____ B. HOLDING THE BABY WHEN FEEDING.

____ C. DISCIPLINING THE BABY.

____ D. TALKING SOFTLY TO THE BABY.

OBJECTIVE CODE: PFM 1.9.12

62. HOW OFTEN SHOULD A NEWBORN BE FED?

____ A. ONLY WHEN THE NEWBORN CRIES.

____ B. EVERY TWO TO FOUR HOURS.

____ C. EVERY SIX TO EIGHT HOURS.

____ D. APPROXIMATELY THREE TIMES A DAY.

OBJECTIVE CODE: PFM 1.9.14

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

63. SOON AFTER HAVING A BABY, A MOTHER NEEDS:

____ A. TO GET LOTS OF SLEEP AND REST.

____ B. TO GET A JOB.

____ C. TO BEGIN JOGGING.

____ D. TO EAT LOTS OF GREEN VEGETABLES.

OBJECTIVE CODE: PFM 1.9.15

64. MARY JUST HAD A BABY. IN THE LAST FEW WEEKS MARY SEEMS TO CRY MORE OFTEN THAN USUAL. JANE IS MARY'S FRIEND. THE BEST THING JANE COULD DO FOR MARY IS:

____ A. TELL MARY TO STOP CRYING.

____ B. LET MARY TALK ABOUT HOW SHE FEELS.

____ C. HELP MARY WITH THE HOUSEWORK.

____ D. HELP MARY GET OUT OF THE HOUSE TO BE WITH PEOPLE.

OBJECTIVE CODE: PFM 1.10.1

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

65. A CHILD IS REQUIRED BY LAW TO HAVE ALL IMMUNIZATIONS (SHOTS) BEFORE:

____ A. LEAVING THE HOSPITAL.

____ B. ENTERING SCHOOL.

____ C. TRAVELING ACROSS STATE LINES.

____ D. REACHING THE AGE OF THREE.

OBJECTIVE CODE: PFM 1.10.3

66. SHOULD YOUNG PEOPLE GET 8-10 HOURS OF SLEEP A NIGHT?

____ A. YES ____ B. NO

67. SHOULD PEOPLE ABOVE THE AGE OF 50 EXERCISE EVERYDAY?

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.10.4

68. WHICH OF THE FOLLOWING TOOTH CARE ACTIVITIES IS BEST FOR CONTROLLING THE AMOUNT OF PLAQUE (YELLOW FILM) ON THE TEETH?

____ A. DAILY FLOSSING

____ B. HAVING TEETH X-RAYED ONCE A YEAR

____ C. HAVING TEETH CLEANED AT THE DENTIST'S EVERY 6 MONTHS

____ D. RINSING MOUTH WITH AN ANTISEPTIC MOUTHWASH DAILY

OBJECTIVE CODE: PFM 1.10.5

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

69. WHICH OF THE FOLLOWING REGULAR PHYSICAL CHECKUPS IS IMPORTANT FOR WOMEN ONLY?

____ A. BLOOD TEST

____ B. PAP SMEAR

____ C. CHEST X-RAY

____ D. THROAT CULTURE

OBJECTIVE CODE: PFM 1.10.6

70. WHICH OF THE FOLLOWING IS MOST IMPORTANT TO GOOD HEALTH?

____ A. USING DEODORANT BEFORE ATHLETICS

____ B. USING MOUTHWASH AFTER EATING

____ C. WASHING HANDS AFTER USING THE TOILET

____ D. USING FOOT POWDER AFTER BATHING

OBJECTIVE CODE: PFM 1.10.7

71. WHICH OF THE FOLLOWING DOES NOT LEAD TO GOOD MENTAL HEALTH?

____ A. PARTICIPATE IN SOCIAL OR RECREATIONAL ACTIVITIES.

____ B. TALK TO YOUR PARENTS EVERY WEEK.

____ C. KEEP YOUR FEELINGS TO YOURSELF.

____ D. TAKE PART IN PHYSICAL EXERCISES.

OBJECTIVE CODE: PFM 1.11.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

72. WHICH PERSON SHOULD RECEIVE EMERGENCY FIRST AID?

____ A. A PERSON WITH FEVER BLISTERS

____ B. A PERSON WHO STOPS BREATHING

____ C. A PERSON WITH A SORE THROAT

____ D. A PERSON WITH ONE LEG IN A CAST

OBJECTIVE CODE: PFM 1.11.3

DIRECTIONS: WHAT SHOULD YOU DO IN AN EMERGENCY WHEN SOMEONE IS BLEEDING HEAVILY?

73. CAREFULLY APPLY PRESSURE TO THE WOUND.

____ A. YES ____ B. NO

74. MOVE THE PERSON AS QUICKLY AS POSSIBLE.

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.12.2

DIRECTIONS: HOW MANY TIMES SHOULD YOU EAT THE FOLLOWING FOODS EACH WEEK TO STAY HEALTHY? MARK THE BEST ANSWER FOR THE FOLLOWING STATEMENT.

75. FRUITS AND VEGETABLES

____ A. EVERY DAY

____ B. 2 OR 3 TIMES A WEEK

____ C. ONCE A WEEK

____ D. LESS THAN ONCE A WEEK

OBJECTIVE CODE: PFM 1.12.5

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

76. WHICH OF THE FOLLOWING FOODS SPOILS FASTEST IN WARM WEATHER?

____ A. BREAD

____ B. APPLES

____ C. MARGARINE

____ D. MAYONNAISE

OBJECTIVE CODE: PFM 1.13.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS. MARK "YES" IF THE STATEMENT IS CORRECT, OR "NO" IF THE STATEMENT IS NOT CORRECT.

77. IS DENTAL FLOSS USED TO CLEAN PLAQUE FROM TEETH?

____ A. YES ____ B. NO

78. FOR BEST CLEANING RESULTS, SHOULD TEETH BE BRUSHED WITH A HARD-BRISTLED TOOTHBRUSH?

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 1.16.3

DIRECTIONS: IF YOU HAVE A PROBLEM THAT MAKES YOU TENSE AND NERVOUS, WHICH OF THE FOLLOWING WILL HELP? MARK THE BEST ANSWER FOR EACH STATEMENT.

79. EXERCISE OR PHYSICAL ACTIVITIES

____ A. YES ____ B. NO

80. DISCUSSING THE PROBLEM WITH A FRIEND

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 2.6.2

DIRECTIONS: SARA IS ON THE HONOR ROLL. SHE WANTS TO GET ALL "A's" THE NEXT MARKING PERIOD. WHAT WOULD HELP HER REACH HER GOAL? READ THE FOLLOWING STATEMENTS AND MARK YES OR NO.

81. LISTEN AND PARTICIPATE IN CLASS

____ A. YES ____ B. NO

82. ATTEND ALL THE FOOTBALL GAMES

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 4.2.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

83. STEVEN'S MOTHER HAS STARTED WORKING FULL TIME. SHE WILL PROBABLY:

____ A. FEEL BORED.

____ B. FEEL DEPRESSED.

____ C. SPEND MORE TIME WITH THE FAMILY.

____ D. SPEND LESS TIME AT HOME.

OBJECTIVE CODE: PFM 4.2.2

84. IF A FAMILY EARNS MORE MONEY, THEY WILL HAVE TO:

____ A. BUY A NEW CAR.

____ B. PAY MORE PROPERTY TAX.

____ C. PAY MORE INCOME TAX.

____ D. PAY MORE FOR THEIR CHILDREN'S EDUCATION.

OBJECTIVE CODE: PFM 4.11.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

85. TO GET A HOUSE READY FOR WINTER, WHAT JOB IS THE MOST IMPORTANT?

____ A. PUT ON STORM WINDOWS

____ B. PAINT THE WOODWORK

____ C. PUT SCREENS ON THE WINDOWS

____ D. CLEAN THE BASEMENT

OBJECTIVE CODE: 4.12.3

86. JIM'S AUTOMOBILE POLICY SAYS THAT IF HE HAS A COLLISION, HE WILL PAY $50 DEDUCTIBLE. JIM RUNS INTO A TREE. THE DAMAGE IS $475. HOW MUCH WILL THE INSURANCE COMPANY PAY FOR THE REPAIRS?

____ A. $50

____ B. $425

____ C. $450

____ D. $475

OBJECTIVE CODE: PFM 5.3.1

DIRECTIONS: TELL IF THE FOLLOWING OFFICES WOULD HELP A PERSON WHO NEEDS A LAWYER. MARK "YES" OR "NO".

87. CONSUMERS BUREAU

____ A. YES ____ B. NO

88. LEGAL AID OFFICE

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 5.10.2

DIRECTIONS: READ EACH QUESTION AND DECIDE WHETHER IT IS CORRECT. MARK EITHER "YES" OR "NO".

89. MUST YOU HAVE A HISTORY OF PAYING YOUR BILLS IN ORDER TO GET CREDIT?

____ A. YES ____ B. NO

90. MUST YOU BE A HIGH SCHOOL GRADUATE IN ORDER TO GET CREDIT?

____ A. YES ____ B. NO

OBJECTIVE CODE: PFM 5.14.2

DIRECTIONS: USE THE INFORMATION BELOW TO ANSWER THE FOLLOWING QUESTION.

91.

DATE	MEMO	WITHDRAWAL	AMOUNT OF DEPOSIT	INTEREST CREDIT	BALANCE
5/04/81	DEPOSIT		$1,000 00		$1,000 00
5/16/81	WITHDRAWAL	$250 00			
6/17/81	DEPOSIT		$300 00		
6/30/81				$6 67	

WHAT IS THE BALANCE OF MONEY IN THIS SAVINGS ACCOUNT?

____ A. $1,056.67 ____ C. $1,300.00

____ B. $1,250.00 ____ D. $1,556.67

OBJECTIVE CODE: PFM 5.16.1

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS.

92. JOAN IS LEGALLY BLIND. SHE MAY APPLY FOR FINANCIAL ASSISTANCE THROUGH:

____ A. LEGAL AID BUREAU (LAB).

____ B. GENERAL ASSISTANCE PROGRAM (GAP).

____ C. SUPPLEMENTAL SECURITY INCOME (SSI).

____ D. AID TO FAMILIES WITH DEPENDENT CHILDREN (ADC).

OBJECTIVE CODE: PFM 7.1.5

93. YOU WOULD SUSPECT CHILD ABUSE IF:

____ A. A BABY CRIES OFTEN.

____ B. A YOUNG CHILD IS AFRAID OF THE DARK.

____ C. A YOUNG CHILD IS UNDERWEIGHT FOR HIS/HER AGE.

____ D. A YOUNG CHILD HAS BUMPS AND BRUISES ON HIS/HER BODY.

OBJECTIVE CODE: PFM 7.1.6

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

94. BETTY'S LITTLE SISTER, SUE, IS 2 YEARS OLD. SUE LIKES TO PLAY WITH BETTY'S JEWELRY. HOW SHOULD BETTY HANDLE THIS SITUATION?

____ A. YELL AT SUE AND TELL HER SHE IS A BAD GIRL.

____ B. GET SUE'S ATTENTION WITH A FAVORITE TOY AND PUT THE JEWELRY OUT OF SIGHT.

____ C. SLAP SUE'S HAND EVERY TIME SHE TOUCHES THE JEWELRY.

____ D. IGNORE SUE'S BEHAVIOR AND HOPE SHE SOON GROWS OUT OF IT.

OBJECTIVE CODE: PFM 7.2.1

95. ONE OF THE SIGNS OF ILLNESS IN AN INFANT IS:

____ A. TEETHING PAIN.

____ B. HIGH BODY TEMPERATURE.

____ C. CRYING IN THE MIDDLE OF THE NIGHT.

____ D. DIAPER RASH.

OBJECTIVE CODE: PFM 7.5.2

96. A SIGN OF HIGH BLOOD PRESSURE IS:

____ A. SINUS CONGESTION.

____ B. DIZZINESS, SHORTNESS OF BREATH.

____ C. SKIN RASH.

____ D. COUGHING AND HIGH FEVER.

OBJECTIVE CODE: PFM 8.1.2

DIRECTIONS: ANSWER THE FOLLOWING QUESTION.

97. ALCOHOLISM IS:

____ A. DRINKING BEER OR WINE AT DINNER WITH OTHER PEOPLE.

____ B. DRINKING SEVERAL MIXED DRINKS AT A PARTY.

____ C. DRINKING BEFORE THE AGE OF 19.

____ D. DRINKING WHICH CAUSES PROBLEMS WITH A PERSON'S JOB OR SOCIAL LIFE.

OBJECTIVE CODE: PFM 8.4.3

DIRECTIONS: A FAMILY IS BROKEN UP BECAUSE OF A DIVORCE. THE FATHER IS ORDERED TO MAKE SUPPORT PAYMENTS. BUT INSTEAD, HE LEAVES THE STATE. THE MOTHER AND FIVE CHILDREN DON'T HAVE ENOUGH MONEY TO MEET THEIR NEEDS. THE MOTHER IS CONSIDERING GOING TO WORK. MARK A (YES) FOR GOOD WAYS THAT HELP IN THE SITUATION. MARK B (NO) FOR WAYS THAT WOULD NOT HELP.

98. WAIT FOR THEIR FATHER TO COME BACK AND HELP.

____ A. YES ____ B. NO

99. TALK ABOUT THE CHANGES IN THEIR LIVES WITH FRIENDS, MOTHER, OR GRANDPARENTS.

____ A. YES ____ B. NO

SIDE 1

meap

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
SPECIAL TEST

SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

NAME (Last, First, M.I.)

SEX (M / F)

GRADE OR EDUC (0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16)

BIRTH DATE			IDENTIFICATION NUMBER										SPECIAL CODES				FORM	
MO.	DAY	YR.	A	B	C	D	E	F	G	H	I	J	K	L	M	N		
Jan																		
Feb																		
Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Apr	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
May	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Jun	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Jul		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Aug		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Sep		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Oct		7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Nov		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Dec		9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

1 A B C D E	11 A B C D E	21 A B C D E	31 A B C D E	41 A B C D E
2 A B C D E	12 A B C D E	22 A B C D E	32 A B C D E	42 A B C D E
3 A B C D E	13 A B C D E	23 A B C D E	33 A B C D E	43 A B C D E
4 A B C D E	14 A B C D E	24 A B C D E	34 A B C D E	44 A B C D E
5 A B C D E	15 A B C D E	25 A B C D E	35 A B C D E	45 A B C D E
6 A B C D E	16 A B C D E	26 A B C D E	36 A B C D E	46 A B C D E
7 A B C D E	17 A B C D E	27 A B C D E	37 A B C D E	47 A B C D E
8 A B C D E	18 A B C D E	28 A B C D E	38 A B C D E	48 A B C D E
9 A B C D E	19 A B C D E	29 A B C D E	39 A B C D E	49 A B C D E
10 A B C D E	20 A B C D E	30 A B C D E	40 A B C D E	50 A B C D E
51 A B C D E	61 A B C D E	71 A B C D E	81 A B C D E	91 A B C D E
52 A B C D E	62 A B C D E	72 A B C D E	82 A B C D E	92 A B C D E
53 A B C D E	63 A B C D E	73 A B C D E	83 A B C D E	93 A B C D E
54 A B C D E	64 A B C D E	74 A B C D E	84 A B C D E	94 A B C D E
55 A B C D E	65 A B C D E	75 A B C D E	85 A B C D E	95 A B C D E
56 A B C D E	66 A B C D E	76 A B C D E	86 A B C D E	96 A B C D E
57 A B C D E	67 A B C D E	77 A B C D E	87 A B C D E	97 A B C D E
58 A B C D E	68 A B C D E	78 A B C D E	88 A B C D E	98 A B C D E
59 A B C D E	69 A B C D E	79 A B C D E	89 A B C D E	99 A B C D E
60 A B C D E	70 A B C D E	80 A B C D E	90 A B C D E	100 A B C D E

SIDE 2

DO NOT WRITE IN THIS SHADED AREA

101	A B C D E	111	A B C D E	121	A B C D E	131	A B C D E	141	A B C D E
102	A B C D E	112	A B C D E	122	A B C D E	132	A B C D E	142	A B C D E
103	A B C D E	113	A B C D E	123	A B C D E	133	A B C D E	143	A B C D E
104	A B C D E	114	A B C D E	124	A B C D E	134	A B C D E	144	A B C D E
105	A B C D E	115	A B C D E	125	A B C D E	135	A B C D E	145	A B C D E
106	A B C D E	116	A B C D E	126	A B C D E	136	A B C D E	146	A B C D E
107	A B C D E	117	A B C D E	127	A B C D E	137	A B C D E	147	A B C D E
108	A B C D E	118	A B C D E	128	A B C D E	138	A B C D E	148	A B C D E
109	A B C D E	119	A B C D E	129	A B C D E	139	A B C D E	149	A B C D E
110	A B C D E	120	A B C D E	130	A B C D E	140	A B C D E	150	A B C D E
151	A B C D E	161	A B C D E	171	A B C D E	181	A B C D E	191	A B C D E
152	A B C D E	162	A B C D E	172	A B C D E	182	A B C D E	192	A B C D E
153	A B C D E	163	A B C D E	173	A B C D E	183	A B C D E	193	A B C D E
154	A B C D E	164	A B C D E	174	A B C D E	184	A B C D E	194	A B C D E
155	A B C D E	165	A B C D E	175	A B C D E	185	A B C D E	195	A B C D E
156	A B C D E	166	A B C D E	176	A B C D E	186	A B C D E	196	A B C D E
157	A B C D E	167	A B C D E	177	A B C D E	187	A B C D E	197	A B C D E
158	A B C D E	168	A B C D E	178	A B C D E	188	A B C D E	198	A B C D E
159	A B C D E	169	A B C D E	179	A B C D E	189	A B C D E	199	A B C D E
160	A B C D E	170	A B C D E	180	A B C D E	190	A B C D E	200	A B C D E

4030-intran-54321

meap

SPECIAL TEST

ANSWER SHEET

EXAMPLES

1 WRONG A X C D E

2 WRONG A B ✓ D E

3 WRONG A B C ● E

4 RIGHT A B C ● E

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

- Use black lead pencil only (No. 2½ or softer)
- Do NOT use ink or ballpoint pens
- Make heavy black marks that fill the circle completely
- Erase cleanly any answer you wish to change
- Make no stray marks on the answer sheet

DO NOT

WRITE

IN THIS

SPACE

Michigan
Educational
Assessment
Program

NAME _____
last first initial

SEX (circle one) M F GRADE _____

_____
SCHOOL NAME

_____
DISTRICT NAME

STUDENT ASSESSMENT BOOKLET

MICHIGAN LIFE ROLE COMPETENCIES FORM B

Special Education

Michigan State Board of Education

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D I R E C T I O N S

IN THIS TEST, YOU WILL SHOW HOW YOU ARE DOING IN SOME SKILLS IMPORTANT IN LIFE ROLE COMPETENCY. BE SURE YOU UNDERSTAND ALL THE DIRECTIONS BEFORE YOU BEGIN. YOU WILL HAVE AS MUCH TIME AS YOU NEED TO FINISH THE TESTS. IF YOU ARE NOT SURE ABOUT THE ANSWER TO A QUESTION, DO YOUR BEST.

YOU WILL BE WRITING YOUR ANSWERS IN THIS TEST BOOKLET. LOOK AT THIS SAMPLE:

SAMPLE 1: GIVE SOME REASONS WHY DRIVERS SHOULD FOLLOW THE SPEED LIMIT.

To save gas.
It is safer.
You won't get a ticket.

WRITE OR PRINT NEATLY SO THAT YOUR ANSWERS CAN BE READ. USE A PENCIL, DO NOT USE A BALLPOINT PEN. IF YOU CHANGE YOUR ANSWER, ERASE YOUR FIRST ANSWER COMPLETELY.

NOW, BEGIN THE TEST.

DIRECTIONS: Fill out the job application below.

1. APPLICATION FORM

Personal Information:

Name _____
Last First Middle

Address _____
Number Street City State Zip

Phone No. _____

Social Security # _____ Place of birth _____
City State

U.S. Citizen? _____

Physical Information:

Height _____ Weight _____ Condition of Health _____

Physical Defects, if any, that would affect your performance in this job _____

Are you a veteran? _____

Do you receive a pension? _____ Amount: _____

Education:

Circle last year completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Schools Attended	Name & Location	From Yr.	To Yr.	Did You Graduate?
High School				
Business School				
Trade School				
College				

Other Training: _____

Give list of organizations of which you are a member, other than labor unions and social groups: _____

List special licenses or certifications you hold: _____

_____

Do you have a driver's license? _____ What state?_____

Special Skills

Please check the kinds of work in which you have had experience:

___ Bookkeeping
___ Carpentry
___ Cashiering
___ Cooking
___ Correspondence Writing
___ Counter Service
___ Custodial & General Cleaning
___ Drafting
___ Electrical Repairing
___ Filing
___ Kitchen
___ Laboratory
___ Library
___ Mail
___ Office Management
___ Painting
___ Plastering
___ Plumbing
___ Proofreading
___ Purchasing
___ Stenography Speed: _____
___ Storekeeping
___ Switchboard
___ Typing Speed: _____

Work History

List below your last three employers, starting with the most recent one first;

Dates of Employment (From/To)	Name and Address of Employer	Position	Salary	Reason for Leaving

I CERTIFY that the information given on this application is correct to the best of my knowledge. I understand that any false information given may be grounds for my dismissal.

Date: _____ Signature: _____

OBJECTIVE CODE: EOS 8.1.1

DIRECTIONS: ANSWER THE FOLLOWING STATEMENT.

2. NAME AT LEAST TWO PLACES THAT HIRE THE MOST PEOPLE IN YOUR LOCAL COMMUNITY.

A. _____

B. _____

C. _____

OBJECTIVE CODE: EOS 3.4.1

DIRECTIONS: READ THE FOLLOWING SITUATION AND ANSWER THE QUESTION IN THE SPACE PROVIDED.

3. NELLIE WORKS AS A TYPIST IN A SMALL OFFICE. SHE LIKES THE JOB. SHE GETS GOOD PAY AND HOPES TO KEEP WORKING SO SHE CAN SAVE ENOUGH MONEY FOR COLLEGE. HER BOSS HAS BEEN ASKING HER TO DO PERSONAL JOBS FOR HIM. HE HAS ASKED HER TO LOOK FOR A BIRTHDAY PRESENT FOR HIS WIFE. NELLIE FEELS THAT THIS IS NOT THE RIGHT USE OF HER TIME. WHAT IS THE BEST WAY FOR NELLIE TO SOLVE HER PROBLEM?

_____

_____

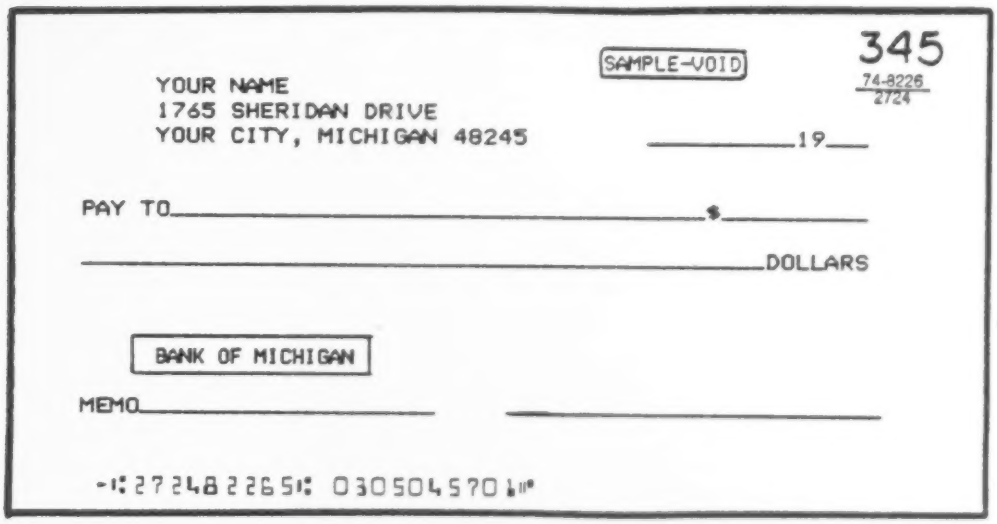
_____

_____

OBJECTIVE CODE: PFM 5.14.1

DIRECTIONS: ANSWER THE FOLLOWING STATEMENT.

4. YOU JUST BOUGHT A PAIR OF TENNIS SHOES AT BROWN'S SHOE STORE. THE SHOES COST $24.95. FILL IN THE CHECK BELOW TO PAY FOR THE SHOES.



OBJECTIVE CODE: PFM 5.10.1

DIRECTIONS: RESPOND TO THE FOLLOWING STATEMENT.

5. NAME ONE ADVANTAGE AND ONE DISADVANTAGE OF BUYING A CAR ON CREDIT.

ADVANTAGE: _____

DISADVANTAGE: _____

DIRECTIONS: RESPOND TO THE FOLLOWING STATEMENT.

6. SARA AND CARL DIXON WERE MARRIED LAST YEAR. THEY BOTH WORK AND HAVE A COMBINED (GROSS) INCOME OF $31,200 PER YEAR OR $600 PER WEEK. THEIR TAKE HOME (NET) PAY IS $500 PER WEEK. THEY LIVE IN AN APARTMENT IN LANSING FOR WHICH THE RENT IS $100 PER WEEK.

   PREPARE A WEEKLY BUDGET FOR THE DIXONS USING THE TABLE PROVIDED BELOW. INCLUDE EXPENSES FOR FOOD, TRANSPORTATION, UTILITIES, CLOTHING, LEISURE ACTIVITIES, AND SAVINGS OF 10% OF THEIR TAKE HOME PAY.

WEEKLY BUDGET

TAKE HOME PAY = $500.00

EXPENDITURES	WEEKLY AMOUNT
1. RENT	1. $100.00
2. FOOD	2. _____
3. TRANSPORTATION	3. _____
4. UTILITIES	4. _____
5. CLOTHING	5. _____
6. LEISURE ACTIVITIES	6. _____
7. SAVINGS (10%)	7. _____
TOTAL EXPENDITURES	$500.00

OBJECTIVE CODE: PFM 2.3.3

DIRECTIONS: USING THE FORM BELOW, NAME TWO ACTIVITIES YOU CAN DO. THEN NAME TWO SKILLS YOU NEED TO DO EACH ACTIVITY.

7. ACTIVITY	SKILLS
A. _____	A. _____ _____ B. _____ _____
ACTIVITY	SKILLS
B. _____	A. _____ _____ B. _____ _____

OBJECTIVE CODE: PFM 2.3.1 & 2.3.2

DIRECTIONS: USING THE FORM BELOW, NAME TWO OF YOUR OWN PERSONAL NEEDS. THEN NAME TWO WAYS TO MEET EACH OF THESE NEEDS.

8. NEED	WAYS TO MEET NEED
A. _____	A. _____ _____ B. _____ _____
NEED	WAYS TO MEET NEED
B. _____	A. _____ _____ B. _____ _____

OBJECTIVE CODE: PFM 1.16.1

DIRECTIONS: STRESS MEANS TO FEEL UNDER PRESSURE. STRESS IS FOUND IN MANY DIFFERENT PLACES. DESCRIBE A SITUATION THAT CAN CAUSE STRESS AT:

9. SCHOOL

_____

10. HOME

_____

11. WORK

_____

OBJECTIVE CODE: CSR 6.7.1

DIRECTIONS: RESPOND TO THE FOLLOWING STATEMENTS.

12. OTHER THAN YOUR SCHOOL, NAME THREE PLACES OF LEARNING IN YOUR COMMUNITY.

A. _____

B. _____

C. _____

OBJECTIVE CODE: CSR 6.4.2

13. NAME THREE RECREATIONAL ACTIVITIES IN YOUR COMMUNITY.

A. _____

B. _____

C. _____

OBJECTIVE CODE: AHA 9.4.1

DIRECTIONS: ANSWER THE FOLLOWING ITEMS.

14. SOME FRIENDS HAVE ASKED YOU TO GO WITH THEM TO A ROCK CONCERT. THE CONCERT IS 25 MILES FROM YOUR HOME. NAME THREE THINGS YOU MUST CONSIDER IN MAKING A DECISION TO ATTEND THE CONCERT.

A. _____

B. _____

C. _____

OBJECTIVE CODE: AHA 3.5.1

15. NAME TWO THINGS A TEACHER CAN SAY OR DO THAT WILL HELP YOU THINK BETTER OF YOURSELF.

A. _____

B. _____

OBJECTIVE CODE: AHA 14.1.1

DIRECTIONS: WRITE YOUR BEST ANSWER FOR THE PROBLEM.

16. YOU HAVE A PAPER DUE TOMORROW. YOU HAVE NOT FINISHED IT. YOUR FRIEND CALLS AND INVITES YOU TO THE MOVIE. YOU KNOW YOU WILL NOT HAVE TIME TO FINISH THE PAPER. YOU GO TO THE MOVIE.

THE NEXT DAY, THE TEACHER RETURNS YOUR PAPER WITH AN "E" ON IT. WHAT WILL YOU DO TO HANDLE THIS SITUATION?

OBJECTIVE CODE: AHA 10.7.1

DIRECTIONS: WHAT ARE THE BASIC HUMAN NEEDS? ON THE FOLLOWING LIST, MARK YES FOR THOSE THAT ARE BASIC NEEDS. MARK NO IF THEY ARE NOT BASIC NEEDS.

17.

YES	NO	
____	____	LOVE
____	____	TRAVEL
____	____	SHELTER
____	____	MONEY
____	____	FOOD
____	____	SPORTS
____	____	HEALTH
____	____	CLOTHING

MICHIGAN LIFE ROLE COMPETENCIES - SPECIAL EDUCATION

Individual Student Record, Form A

Name of Student _____ Date(s) Tested _____

District/School _____ Primary Disability _____

Test Administrator _____ Secondary Disability _____

1. Testing Record:

Testing Session	Items	Start Time	End Time
#1	_____ to _____	_____	_____
#2	_____ to _____	_____	_____
#3	_____ to _____	_____	_____
#4	_____ to _____	_____	_____
#5	_____ to _____	_____	_____

2. Notes on difficulties student had in taking the test:

3. Notes on special help given:

4. Scores:

Section(s)	No. Items Attempted	Number Correct
EOS (Items 1-19)	_____	_____
CSR (Items 20-38)	_____	_____
AHA (Items 39-44)	_____	_____
PFM (Items 45-99)	_____	_____
TOTAL SCORE:		_____

MICHIGAN LIFE ROLE COMPETENCIES - SPECIAL EDUCATION

Individual Student Record - Form B

Name of Student _____ Date(s) Tested _____

District/School _____ Primary Disability _____

Test Administrator _____ Secondary Disability _____

1. Testing Record:

Testing Session	Items	Start Time	End Time
#1	_____ to _____	_____	_____
#2	_____ to _____	_____	_____
#3	_____ to _____	_____	_____
#4	_____ to _____	_____	_____
#5	_____ to _____	_____	_____

2. Notes on difficulties student had in taking the test:

3. Notes on special help given:

4. Scores:

Section(s)	No. Items Attempted	Number Correct
EOS (Items 1 - 3)	_____	_____
PFM (Items 4 - 11)	_____	_____
CSR (Items 12 - 13)	_____	_____
AHA (Items 14 - 17)	_____	_____
TOTAL SCORE:		_____